

CATHOLIC SCHOOL

Journal

Ed. R. B.

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Authority in Education

Sister M. Angelica, S.S.J., Ph.D.

OCT 5 1953

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A Technique for Teaching the Mass

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Tricks of the Trade in the French Class

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Christian Living in the Kindergarten

Sister M. Marguerite, C.S.J.





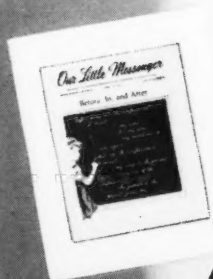
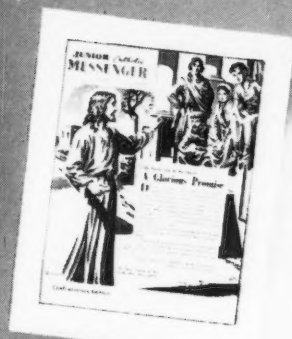
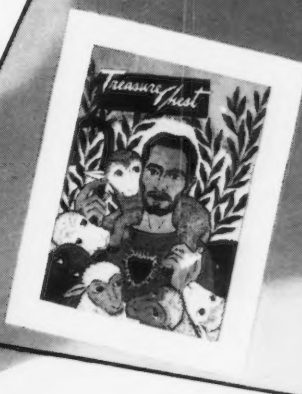
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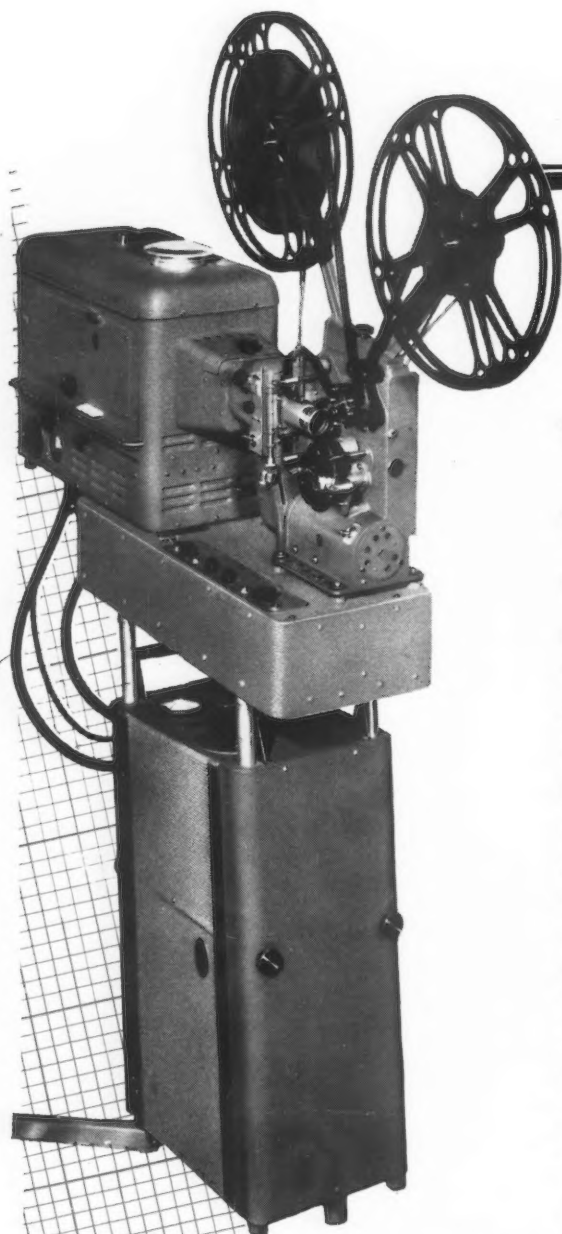
(On quantity orders for 30 or more subscriptions to a class the cost per copy of any of the *MESSENGERS* is less than 3 cents each; on orders for 10 or more subscriptions to a class the cost per copy for *TREASURE CHEST* is less than 7 cents each. Sample copies sent upon request.)



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The CATHOLIC SCHOOL JOURNAL

Contents for

Volume 53

Number 8

October, 1953

MESSAGES FOR YOU

Readers of the CATHOLIC SCHOOL JOURNAL are in the class of very busy people. They are also very important people; hence the editors feel obliged to select articles that carry important messages.

We think that Sister Angelica has made some good, clear statements on what Catholic educators mean by "Authority in Education."

Miss Niemeier's "The Apostolate of the Lay Teacher" presents a view of the place of the lay teacher in a Catholic school that may be new to many readers.

Any teacher, young or old, will be the better for reading Mr. Bailey's "In This School There Is Good Teaching."

The high school articles on teaching religion, English, and French are each the recommendation of an expert.

We couldn't cover all the special activities for October; hence we concentrated on Columbus, safety, and St. Francis of Assisi—not forgetting the Rosary and the angels.

Finally, when you read Sister Marguerite's "Christian Living in the Kindergarten," you certainly will be reassured about the great importance of the Catholic kindergarten.

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Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D.*

JAM HANDY

2821 East Grand Boulevard
Detroit 11, Michigan

Stories which inspired composers to write some of our best loved music are told in the latest series of filmstrips, entitled *Music Stories*, produced by The Jam Handy Organization. The accompanying music of the six filmstrips in the series appeals to children and is widely used for music appreciation in classrooms. The pictures, visualizing the story backgrounds, lead to a better understanding and a deeper appreciation of the music.

Colorfully, each story is presented in harmony with the nationality and theme of the music. The imaginative character and quality of the art work, which has the European flavor of its composers, complement the stories—stories that have become beloved classics.

Music Stories include: *Peter and the Wolf*, *Hansel and Gretel*, *The Nutcracker*, *Peer Gynt*, *The Firebird*, *The Sorcerer's Apprentice*.

Peter and the Wolf is pictured with light humor and relates the adventure of Peter, his animal friends, and a big gray wolf as created by Sergei Prokofiev. It is adapted from the Prokofiev commentary that accompanies his appealing music.

The familiar *Hansel and Gretel* and the old witch appear in the same version as in Humperdinck's opera. The pictorial story establishes a background for the well-known children's songs from the famous opera.

The Nutcracker is a colorfully visualized Christmas story in filmstrip form, in which Marie receives a beloved nutcracker which later turns into a prince. A visit to the land of the Sugarplum fairy provides the occasion for performances of the various dances which comprise the "Nutcracker Suite."

Roguish *Peer Gynt's* story includes the escapades and events which provide background for the richness and variety of Grieg's music. In this fresh and vivid picturization, special emphasis is given to Peer Gynt's encounter with the imps in the hall of the Mountain King.

The legend of *The Firebird*, a fabulous creature in Russian folklore, is brilliantly represented in Stravinsky's music. Through

colorful, lighted visualizations, the Firebird is portrayed as he helps Prince Ivan destroy the wicked Kastchei, after which Ivan wins the loveliest of the dancing princesses.

The Sorcerer's Apprentice, so clearly described by Dukas' music, is presented in these filmstrip slides in color. An apprentice uses the sorcerer's magic art to make a broom carry water. Unable to tame the spirit he summoned, the apprentice is saved from disaster only by the return of the sorcerer.

CORONET FILMS

65 E. South Water Street
Chicago 1, Illinois

During the month of October, five new 16mm. sound motion pictures produced by Coronet Films will become available. Covering a wide range of subjects, these new films include "Atomic Research: Areas and Development," for general science and physics classes; "Music: Career or Hobby?" for vocational guidance; "Student Government at Work," an aid in understanding the role of student government; "Building Better Paragraphs," a lesson in English composition; and "Our Big, Round World (Concepts for Geography)."

Atomic Research: Areas and Development (1¼ reels, sound, B & W). Using authentic footage of actual atomic installations and operations, this timely film surveys three important areas of atomic research—the energy applications of nuclear fission, the structure of the atom, and the by-products of nuclear fission. It presents clearly how radioisotopes, the by-product of nuclear fission, are used by scientists as a means of tracing such actions as photosynthesis, egg formation, and growth of plants, as well as aiding medical science in the detection and treatment of certain diseases.

Senior High, College, Adult

Music: Career or Hobby? (1 reel, sound, color or B & W). The film indicates the ways in which music can be investigated as a vocation and shows the place of music as an amateur interest. We follow the main character, Ken, as he attempts to answer the question, "What part should music play in my life?" The importance of determining musical aptitudes, possible careers in music, and the advantages and disadvantages of these

careers are outlined. A music teacher, a guidance counselor, professional musicians, and an arranger all assist Ken in his investigation.

Senior High, College, Adult

Student Government at Work (1 reel, sound, color or B & W). We see the ways in which an active student council plans and organizes activities for the students, as well as settling such problems as policy on overdue library books, auto parking, and lunchroom congestion. The council helps solve this latter problem by co-operating with the principal and adviser, finding out the causes of the problem, submitting several proposals to remedy the situation, and respecting the limits of its authority.

Junior High, Senior High

Building Better Paragraphs (1 reel, sound, color or B & W). In this film, children are shown the elements of a good paragraph in a situation in which the function of good paragraphing is apparent. The confusion that can result when irrelevant material intrudes into a paragraph is demonstrated and tests of good paragraph construction are presented. The understanding of paragraph writing which the film presents is as much an aid to reading as to writing.

Intermediate

Our Big, Round World (Concepts for Geography) (1 reel, sound, color or B & W). We take two air trips around the world, first going from West to East. On this trip we find that the earth is round and learn the relations of time and day and night to the earth and sun. Our second journey is from north to south. It shows us the great temperature zones of our earth; and how the climate in these zones is effected by their distances from the equator. This film develops basic geographic concepts, using the interests and general knowledge of today's children.

Intermediate, Junior High

"ASSETS OF THE FREE WORLD"

The New York Times Filmstrip on
Current Affairs for October

The assets of the free world include vast industries, technical skill, raw materials, food and freedom. These assets that contribute to

(Concluded on page 6A)

*Editorial Consultant for Audio-Visual Aids.

Audio-Visual Aids

(Concluded from page 5A)

the strength of the free world are surveyed in The New York Times filmstrip on current affairs for October.

The industrial strength of the free world is compared to that of the Communist bloc. It is shown where this strength is mainly concentrated—in North America and Western Europe. The scientific and industrial skills that create, uphold, and increase industry are outlined. The sources of the raw materials needed for industry are discussed. The areas of the free world with sufficient food to keep

their people well fed are defined. The efforts to increase food production in areas without enough food are shown. The importance of freedom to the strength of the free world is stressed, as is the spread of freedom that has accompanied the decline of colonialism.

The filmstrip consists of 57 black and white frames for 35mm. projectors. A teacher's discussion manual with an introduction to the topic and additional data on each frame accompanies the filmstrip.

"Assets of the Free World" is the first of the 1953-54 season's eight monthly filmstrips. They are available from the Office of Educational Activities, The New York Times, Times Square, New York 36, N. Y.

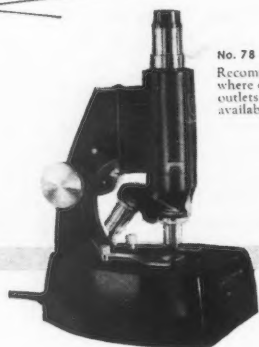
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New Books of Value to Teachers

A New Superior Generation

By Sister M. Charitas, S.S.N.D. Cloth, 143 pp., \$2.75. Bruce Humphries, Inc., Boston, Mass.

"This book," says the author, "has been written for the Poor School Sisters of Notre Dame to commemorate the centenary of their arrival in North America. The author has merely edited and expanded a small book of fifty pages written for them in 1833 by the Reverend Francis Sebastian Job. . . . It contains all the answers to today's educational problems, as it was meant to answer the educational problems of his day, so similar to our own."

The book, an expansion by way of commentary and contemporary application of the original of Father Job, has five chapters each concerned with a particular characteristic of the order. The first explains how the spirit of poverty of the Sisters will cure the overemphasis on material things; the second stresses the fact that the chief work of the order is education of young women to fulfill their God-given mission in life; the third mark, their sisterhood; the fourth, their self-restraint and safeguards; and the fifth, the restoration of woman to her true position. Devotion to and emulation of Notre Dame (Our Lady) is a principal means of accomplishing the purposes of the order.

Those familiar with the writings of Sister Charitas will recognize her inimitable style and her aptitude for translating and applying the old familiar words of Scripture and other well-known works to present-day circumstances. She employs the device of reading her manuscript at an important modern educational conference, and "Oddly when the members met the next morning, each one had equipped himself with a copy of the New Testament and was reading sedulously the Acts of the Apostles."

The Land: God's Gift to Man

Conclusions of Conference on World Agriculture and Rural Welfare. Paper, 36 pp., 25 cents. National Catholic Rural Life Conference, 3801 Grand Ave., Des Moines 12, Iowa.

The booklet, beginning with a foreword by Bishop Zuroweste, president of the NCRLC, states the conclusions and recommendations of the conference on rural life throughout the world, both that of actual farmers and that of others living in rural areas.

Topics discussed are: Impact of Technology, Population and Resources, Technical Assistance, Land Tenure, Resource Utilization, Family Life on the Land, Cooperatives, Rural Credit, Farm Income, Farmers' Organizations, Farm Labor, Rural Education, Rural Parish Organization and Liturgy, Recreation. Concluding pages list a number of selected references for further reading. Bishop Zuroweste's forward calls attention to the *Manifesto on Rural Life* published by the NCRLC several years ago, which is still a standard statement of the principles of the Conference.

The Fire of Francis Xavier

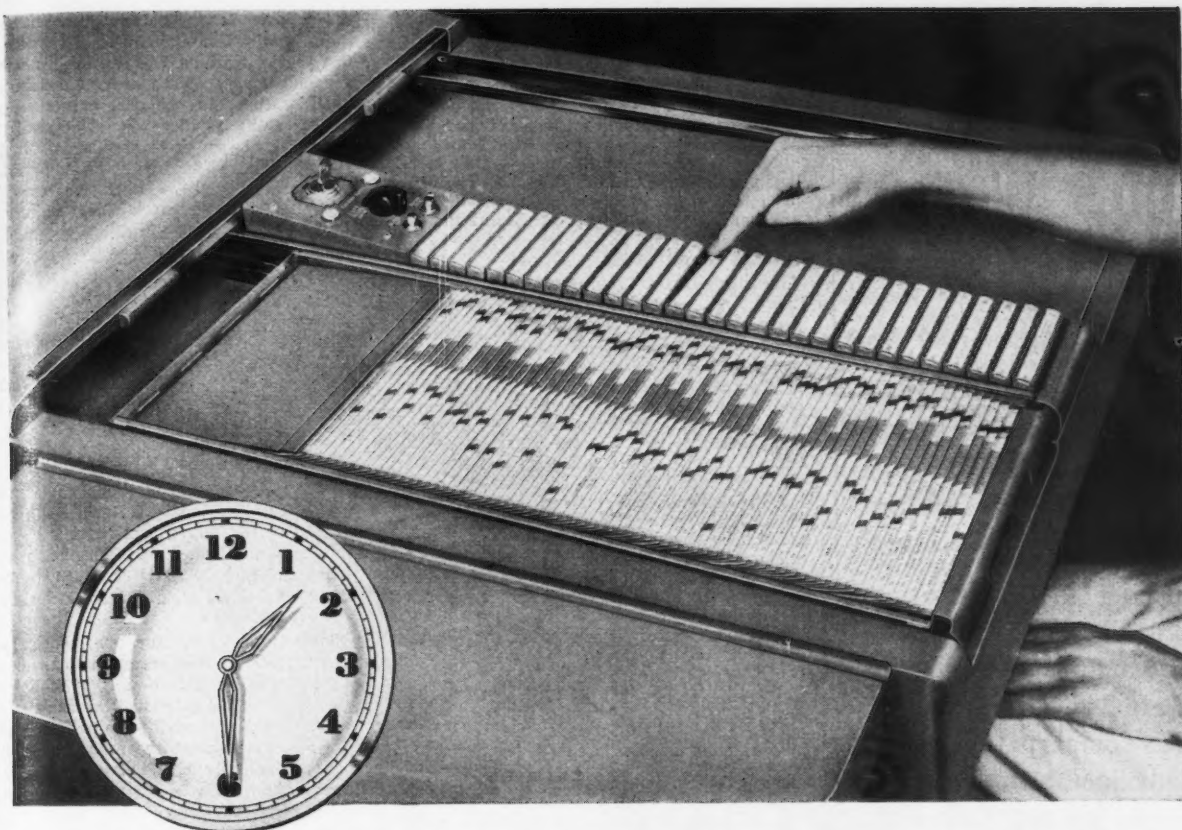
By Arthur R. McGratty, S.J. Cloth, 303 pp., \$4. The Bruce Publishing Co., Milwaukee 1, Wis., 1952.

Father McGratty has the gift of rendering history and biography intriguing. From the account of the position of Navarre and the Basque lands in Europe before and following the birth of his hero to the genuine success of the missions in India and Japan, the reader appreciates that truth can be more interesting than fiction.

Natural Theology

By Gerard Smith, S.J. Cloth, 315 pp., \$3.50. The Macmillan Co., New York 11, N. Y., 1951.

(Continued on page 8A)



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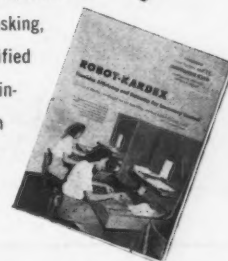
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New Books

(Continued from page 6A)

This is one of the Christian Wisdom Series. The editorial board of the series consists of: Anton C. Pegis, Robert E. Brennan, O.P., Gerald B. Phelan, and Gerard Smith, S.J. The latter, the author of *Natural Theology*, is director of the department of philosophy at Marquette University.

The Story of the "Romance"

By William E. Rively, S.J. Cloth, 242 pp., \$3.50. Rinehart & Co., Inc., New York 16, N. Y.

The Story of the Romance is an exciting one, rigged in the technical details of sailing though it is. Father William E. Rively, S.J., tells of his journey in the mission-bound 45-ft. brigantine, *Romance*, from San Francisco to Truk, Jesuit home mission base in the Caroline-Marshall Islands. The narrative is vivified with the author's exciting account of the typhoons so common to the Pacific atolls and his experiences with the Polynesian peoples of Truk and the surrounding islands. The inspiring motives of the author in bringing the *Romance* to the Islands (those of a more forceful mission activity), the ever present appeal of the South Seas, and the constant feel of the sea echoing through this narrative make the documentary of the voyage of the *Romance* enjoyable reading.

Science in Everyday Life

By Obourn, Heiss, and Montgomery. Cloth, 614 pp. D. Van Nostrand Co., Inc., New York 3, N. Y.

One of the prime purposes of this textbook being to stress to the adolescent reader the essential unity of science, the inductive method of reasoning is used as a way of approach. In this way, *Science in Everyday Life* is more an activity book than most science textbooks. The student is encouraged through series of experiments to pry away at the problem until he learns, *through experience*, the rules which govern his area of study. The nine areas of study—including "Our Earth and Its Neighbors in Space," "Consuming and Controlling Energy," "Living Things Are All About Us"—are taken from the normal environments of the adolescent student, and seek to answer questions which might occur to him practically, logically, and in their proper frame of reference. In this way the authors hope to succeed in unifying the tag ends of knowledge the student may possess into a workable basic knowledge of the forces governing life on this planet. The "energy theme" ties each of the nine areas of study together and the book culminates in a presentation of the "Where Our Energy Comes From," which includes a basic explanation of atomic energy, its sources, and uses.

The Mark

By Rev. William L. Doty. Cloth, 186 pp., \$3. The Bruce Publishing Co., Milwaukee 1, Wis.

What is the will of God? The question so often raised seems not always to receive an instantaneous inner reply as to what God wants of us in particular circumstances. Oftentimes the reply is a vague one, or strongly in favor of what seems best to us, in the light of our limited senses. Such a problem is the theme of *The Mark*, the story of a young priest's adjustment to a teaching position in a Catholic boys' high school after five years of satisfying parochial work. Father Mark Hoyt grudgingly settles himself at the school determined from the start that he is unfit for, and repelled by, teaching high school rowdies. From this time on the conflict submerges into a subtle irony, emerging for recognition only in the priest's vanity.

The reader can sympathize easily with his confusion and awkwardness in the classroom in this first year of teaching. One can feel his enthusiasm rise and drop, the agony of his indecision in even small matters, his embarrassments before the faculty, stuffy as they were. Not until the end of the school year, is his problem resolved, when a pupil who remembered something valuable at the right time, and a wise "Newmanesque" Monsignor bring about a quick change of heart.

The author's style has improved notably; his main character is drawn clearly, convincingly, boldly, although some of the minor characters appear unfinished. The story itself is neat and compact. The problem is a real one, the stubbornness and confusion well drawn and applicable to us all, and the solution gratifying. Interesting reading for Catholic clergy and laity alike, but apt to be misunderstood by non-Catholics because of the ironic flavor mentioned.

Modern Educational Problems

Report of the 17th educational conference, New York City, October 30-31, 1952, held under the auspices of the Educational Records Bureau and the American Council on Education. Edited by Arthur E. Traxler. Paper, 155 pp., \$1.50. American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

Subjects discussed: Are our schools and colleges preparing for democratic living? the danger of complacency; transition from school to college; studying the individual through the school's testing program; studying the individual through projective techniques; the critical incident technique in the study of individuals; dynamic learning of basic skills in modern schools; an appraisal of current procedures in teaching reading; personality and reading; notions and nations; modern trends in testing and guidance; evaluating and guiding the individual student: a panel discussion.

The World and Our English Heritage

By Matilda Bailey and Ullin W. Leavell. Cloth, 720 pp., \$3.56. American Book Company, New York 3, N. Y.

Sixth in the *Mastery of Reading* series, this volume has been designed for use in the twelfth grade. With emphasis on "our English heritage" the contents include: Part One: England Today; Part Two: England in the Past; Part Three: Literature of the World. In Part Three, it should be noted, selections are included from writings by a few whose names are on the *Index of Forbidden Books*, one whose works are "*opera omnia*."

The Student Personnel Program: Its Development and Integration

By Maurice D. Woolf and Jeanne A. Woolf. Cloth, 426 pp., \$5. McGraw-Hill Book Co., New York 36, N. Y.

A comprehensive outline for guidance and personnel counseling.

Discovering Arithmetic

Book II. By Catherine Stern. Paper 224 pp. Houghton Mifflin Co., Boston, Mass.

This teachers' edition includes detailed statements on the general purposes and the content of the "Structural Arithmetic Series" and minute directions for teaching each topic in the second book.

Special Education of the Exceptional Child

Edited by Rev. William F. Jenks, C.S.A. Cloth, 162 pp., \$2.75 (paper, \$2). The Catholic

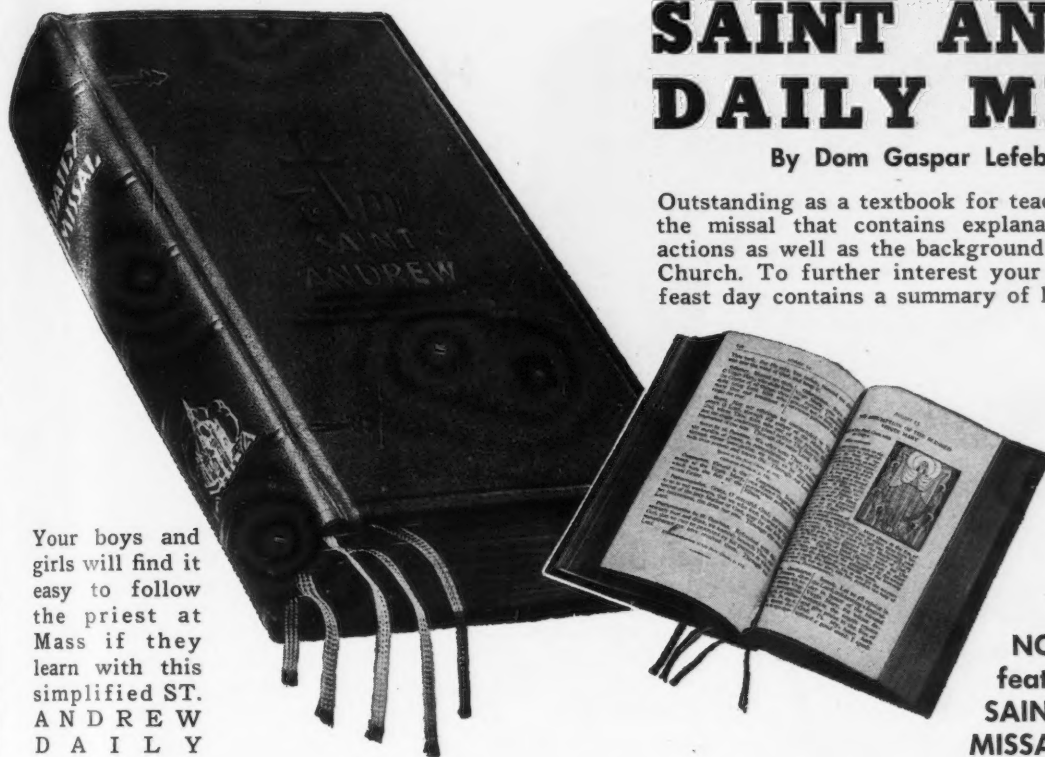
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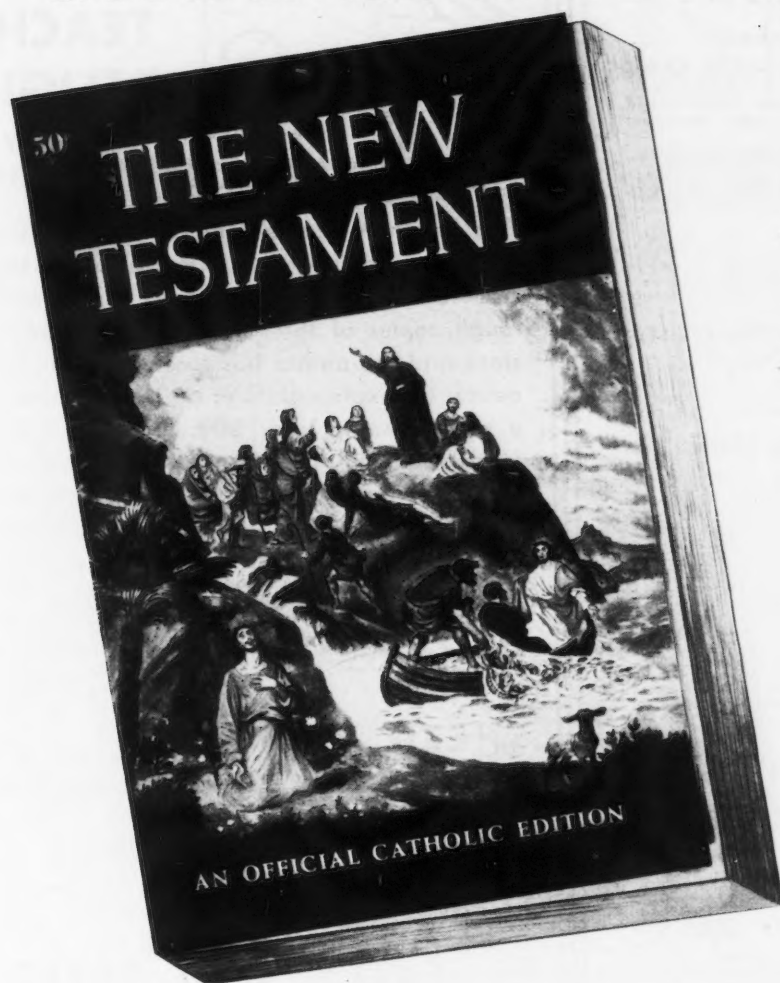
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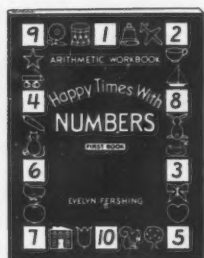
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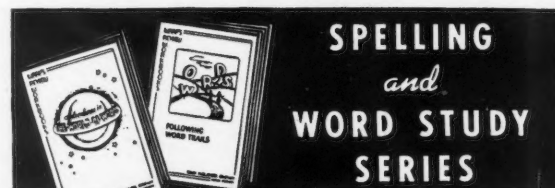
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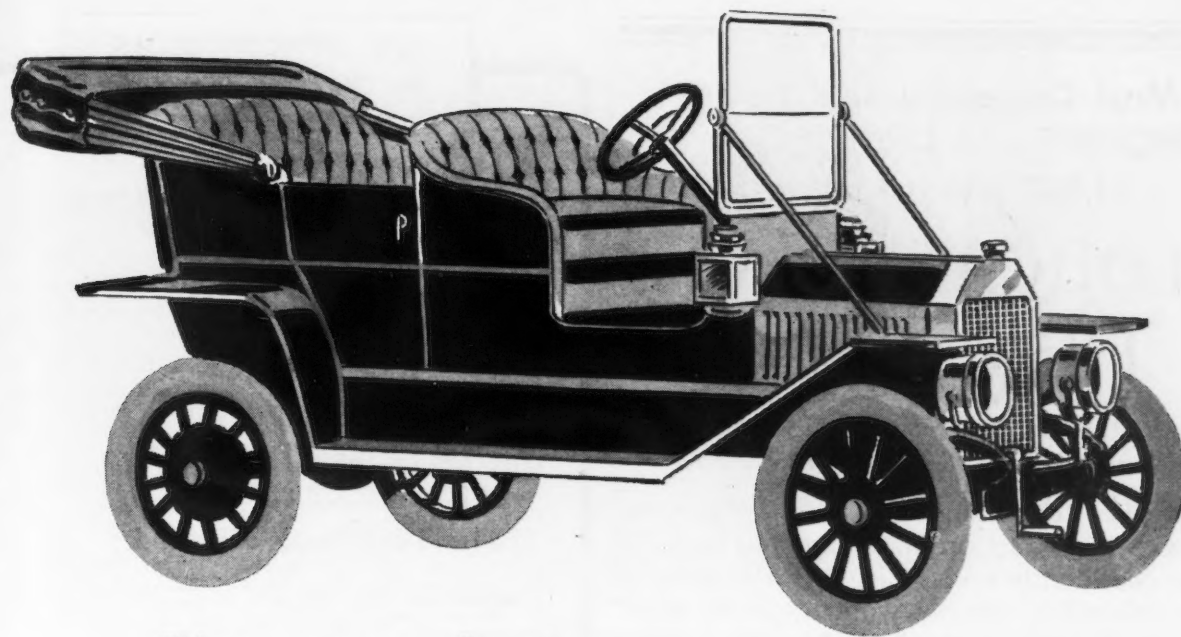
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Authority In Education

*Sister M. Angelica, S.S.J., Ph.D.**

IN HIS Encyclical Letter entitled "Christian Education of Youth" Pope Pius XI stated that "Every method of education founded, wholly or in part, on the denial or forgetfulness of original sin and of grace, and relying on the sole powers of human nature, is unsound. Such, generally speaking, are those modern systems bearing various names which appeal to a pretended self-government and unrestrained freedom on the part of the child, and which diminish or even suppress the teacher's authority and action, attributing to the child an exclusive primacy of initiative, and an activity independent of any higher law, natural or divine, in the work of his education."¹

Authority Is Challenged

My purpose is to stress the important role of authority in education in general, and in particular the teacher's authority; and to show that, where authority is relegated to a minor position, the atmosphere created is not conducive to character building, nor to study and learning. Please keep in mind, however, that authority is not force, and when administered properly it admits of a certain amount of freedom.

The breakdown of authority in the classroom and in education in general may be traced to several sources: First of all, the unlimited freedom sought by the student today is a direct outgrowth of the doctrine preached by eighteenth-century Liberalists. Since their time the emancipation

from external authority has steadily and rapidly progressed, until today we find that the dominant idea, not only in education, but in civilization in general is *freedom*. Second, this doctrine of freedom, in its educational application may be traced directly to Rousseau. His first educational principle was that nothing should be learned on the authority of others. Authoritative instruction, he maintained, disrupts the normal functioning of the mind and disgusts the child with learning. Hence, parents and teachers are cautioned to keep hands off and to let the natural activity of the child have free exercise. This idea of freedom constitutes the theme of his educational classic, *Emile*, which has wielded an enormous influence upon educational theory and practice. Third, this freedom may be traced to the influence of Dewey and his school, the philosophy of Pragmatism, which rejects the concept of fixed truth, and which has led to the rejection of all authoritative teaching and insists upon giving the pupil unlimited freedom to test by his own experience the truth of any proposition in any field. Furthermore, the followers of this school of thought are definitely opposed to indoctrination of any kind. They maintain that it is the duty of the educator to refrain from interference; or that, if he interferes at all, it must be only in order to protect the child — the evolving man — from those external influences which hinder the free play of his faculties or arrest the spontaneous development of his nature. Authority, according to these educators, is essentially a form of tyranny which can have no other result

than to repress and cripple the child's mind.

Authority Based on Reason

All modern educators are not in sympathy with the above opinions. A large number of conservatives are strongly opposed to this unlimited freedom. The doctrine has met with the greatest opposition, however, on the part of the Catholic Church, one of whose basic tenets is the necessity of authority in education. In laying down this principle, however, the Church does not reject the principle of freedom. It is her boast that "She alone has succeeded in . . . rejecting evil without sacrificing the good, and in holding together in one things which in all other schools are incompatible."² Hence, Catholic educators, unlike so many others who have felt that the acceptance of the doctrine of freedom in education entails a complete surrender of authority on the part of the teacher and of the society he represents, find no serious difficulty in reconciling the conflicting claims of these two principles.

What and whence authority? Bishop Dupanloup defines authority as the right to command and to be obeyed; the right to act as a master and to be respected as such.³ Bishop Haas says that authority is the moral power to direct others, or more simply, to tell them what to do or what not to do. Those under authority are bound to obey, and to obey as to God Himself.

¹John Henry Newman, *Development of Christian Doctrine*, Longman, Green and Company, New York, 1927, 365.

²Felix Antoine Dupanloup, *De l'Education*, II, Charles Dunoi et Cie., Paris, 1872, 15.

*Marymount College, Salina, Kans.

³Pius XI, *Christian Education of Youth*, National Catholic Welfare Conference, Washington, D. C., 1930, 24.

Disobedience and even disrespect to those in authority is nothing less than disobedience and disrespect to the Source of all authority — God Himself.⁴

Authority From God

Whence comes authority? The Apostle of the Gentiles answers directly and without reservation: "Let every soul be subject to higher powers, for there is no power but from God" (Rom. 13:1). No ruler, no parent, no teacher, no official possesses authority of any kind in and by himself. He acts only as the administrator of another's authority — that of the Omnipotence of God Himself.⁵

Education is essentially a work of authority on the part of the teacher, and of respect on the part of the pupil. If either of these two basic factors is missing, the work will come to naught. The authority of the teacher should have only one motive back of it, that is, to help the student to become what he ought to be. Authority, to be efficacious, must retain the character of authority; that is, it must be animated with a disinterested intention. Laberthonnière says that the educator should intervene in such a way that, even in the fear which he inspires when necessary, there shall, at the same time, be a certain amount of respect.⁶ "This respect," he says, "will lead to confidence and confidence to acceptance, until at last opposition melts into reciprocal love."⁷ Authority is always authority, and it must always remain firm in order not to fail in its mission. It is not a master without a heart and affection. Its firmness is impregnated with pity and goodness.

Misunderstanding of Authority

When modern educators accuse traditional education, referring particularly to Catholic education, of failing to develop in the child initiative and of neglecting to educate him to think and will for himself, they do not understand the nature of authority nor do they understand the true nature of education. Education is a common work in which teacher and pupil cooperate, and for which each may say that he has the responsibility. Catholicism maintains that however indispensable may be the help given by the teacher to the pupil, what the latter becomes is nonetheless his own work. The teacher imbued with the right idea of authority, must not

MY ANGEL FRIEND

I love You, God, and thank You too
For sending me an angel bright
To be my friend and guide me right
So I won't stray from You.

Dear Angel Friend, I want to be
The kind of child that you will love
And some day take to Heaven above
Where God will smile on me.

— Dan Patrick

only consent, but he must positively will, that the pupil shall be his own master to the fullest possible extent, and that he always retain a deep and firm sense of his own personality. Authority, according to the Catholic Church, "does not intervene in the life of others to possess them but on the contrary, to provide them with the means of taking full possession of themselves."⁸

If the teacher's authority is what it should be, far from being in opposition to the liberty of the pupil, it will be a condition of it, at least to a certain extent. The teacher must be conscious of the fact that the freedom of the child is not a given point from which to start, rather it is an ideal to be attained. The teacher in the classroom must exercise her authority if order and discipline are to be maintained and without which no learning takes place. Brother George in his article entitled "The Science and Art of Discipline" gives suggestions some of which might not be out of place here: accustom the child to obey from the first day of school; exact an immediate and thorough acquiescence when a command has been given; give orders with perfect calm, without the least anger, and with absolute clearness; command "positively" rather than "negatively"; the teacher should give at all times a perfect example of obedience to higher authorities, and enforce conscientiously all the regulations of the school.⁹

Effects of Original Sin

As mentioned in the introductory paragraph, authority, when relegated to a minor position in the classroom creates an atmosphere which is neither conducive to character building nor to study and learning. Dupanloup, discussing the importance of authority in the school and its outcome which is discipline, calls the latter — discipline — "the law of life." "Moreover, it protects the piety and faith of the child, safeguards morality, encourages study, de-

velops the right spirit, guarantees docility, and maintains affection and reverence. It is the backbone of all order."¹⁰ At another time he compares discipline to the bark of a tree. "The bark is apparently only a rough covering but without it the tree cannot live. So discipline may appear at times rough and harsh but it is discipline that maintains and preserves and strengthens the character. Without it the other agencies of education can accomplish little."¹¹

In exercising his authority the teacher does not have in mind to curb the liberty of the child. He realizes that the child is at first an anarchy of appetites and tendencies. This is equivalent to saying that the child is not free, that he is not master of himself. For that reason he needs to be protected against himself; he needs to be aided to conquer himself. It is here that the teacher, through the right use of his authority will secure the desired modifications of his instinctive tendencies. Shields says that if the spirit of the child is to be redeemed from the bonds of the flesh this redemption must come to him from without and it can come to him only through authority.¹²

In keeping with John Dewey's philosophy we have some educators who advocate letting the child obey his impulses. Here may be asked, which impulses? Most educators are in agreement that all humans have a number of conflicting impulses and if every impulse of the inner life is obeyed, the result is a terrifying chaos. If the character of the child is to be developed, the teacher must be free to exercise that authority which is necessary to bring about harmony and unity among the various powers of the soul.

Develop Self-Discipline

At the base of the educational process lies discipline, the real purpose of which, in addition to creating an atmosphere for study and intellectual achievement, is to develop the power of self-discipline. A classroom in which a teacher does not exercise authority is a classroom in which discipline is withdrawn. When discipline is withdrawn, dawdling quickly enters in, and the habit of dawdling is as detrimental to the intellect as it is to the morals. In this connection, Nicholas Murray Butler states that the three traits most overlooked and neglected in the modern school today are: "The patience to be thorough, the concentration to understand, and the persistence to grasp and to apply. These are

⁴F. J. Haas, "Authority," *The Catholic Mind*, XIII (January, 1951), 230-231.

⁵*Ibid.*

⁶Père L. Laberthonnière, *The Catholic Notion of Authority in Education*, The Cathedral Library Association, New York, 1902, 35.

⁷*Ibid.*, 35-36.

⁸*Ibid.*, 41.

⁹Brother George, F.I.C., "The Science and Art of Discipline," *Catholic School Journal*, XL (June, 1940), 188-189.

¹⁰Dupanloup, *op. cit.*, II, p. 542.

¹¹*Ibid.*, I, pp. 127 ff.

¹²Thomas E. Shields, *Philosophy of Education*, The Catholic Education Press, Washington, D. C., 1921, 174.

the three traits which very clearly mark off the truly educated and disciplined man from the uneducated and undisciplined."¹³ In other words, it is the exercise of discipline which makes the man of character — an individual who will possess a staunch adherence to principle, a foresight and consciousness of purpose, a knowledge of what he wants to do, and a resolute fidelity to his word and to his promise.

Balance of Authority and Freedom

One of the most important problems confronting the educational world today is that of relations between authority and freedom and of the proper balancing of these two principles. In fact, the conflict seems to exist not only in the field of education but also in every sphere of man's life. Speaking of the opposition between freedom and authority in the sphere of religion and ethics, Booth says that the antithesis has perhaps never been so sharp as it is at the present time. He maintains that each side is fully convinced of the righteousness of its cause, and each is determined not to yield to the other. The vast majority of all who are interested in this great conflict are definitely enlisted in one or other of the two rival armies, with the result that those who are able to study the problem of freedom and authority in an impartial fashion form an exceedingly small minority.¹⁴ Members of the Catholic Church, together with isolated groups and individuals outside of it, constitute this minority. Catholicism maintains that authority and freedom are complementary opposites, the proper balancing of which is indispensable to both spiritual and educational progress. As stated in the introductory paragraphs, one of the purposes of this paper is to show that authority is not force and when properly administered admits of a certain amount of freedom. Furthermore, it aims to show its necessity, not only in the lower schools but equally on the higher levels of education.

Modern Extremists

The advocates of the doctrine of freedom find no place in their educational system for the principle of authority. Consciously or unconsciously these educators are influenced by the liberalistic philosophy of the eighteenth century. According to that philosophy man is a being apart, sufficient unto himself, therefore independent of all external authority. Consequently, to

exact anything from him in the name of authority, or to impose anything upon him from without is to infringe on liberty. "Too long," it is said, "have man's aspirations been directed upward away from things of the world to a supernatural world. Too long has he clung to the apron strings of authority."¹⁵ But that attitude is, we are told, gone forever. "Autonomism, individualism, independent personality — these have become the ideals that permeate the man of this age and influence the thought of thousands without their knowing it."¹⁶ This freedom, which is identified with absolute independence from all authority, is in contradistinction to Christian freedom. From the Catholic standpoint it will be seen what part this freedom plays in elementary or higher education.

Catholic education is accused of indoctrinating the child with creeds and dogmas of bygone ages. Of what use, it is asked, are the intellectual formulae and moral codes of the past to the free and expanding spirits of the present day? "We must draw our nourishment from within, from our own personal experience of spiritual reality; we must develop through a direct contact with life which surrounds us; in this way alone will growth be natural and free. The idea of a universal positive truth now gives way to that of individual truth. Every man must believe that which he can immediately grasp. Untrammelled by any respect for tradition, his duty is to follow his own inner light."¹⁷

No one will deny that it is possible for educational authority to take on the character of a power imposing itself by force. Napoleon's university may be cited as an example. His conception of education led to setting up a tyrannical system which depended upon the exercise of authority to the exclusion of any freedom. Napoleon has not been alone in his strict enforcement of this one-sided authority. The individuals or groups who have dominated the school systems of Germany and Italy and present-

day Russia are examples of this philosophy. Such, in fact, are all those who use authority to impose their will upon others by force or strategy. This is not the Christian concept of authority. No life can develop and thrive without due freedom.

The educator should be convinced that in exercising his authority he will help the student to become what he should be. Forceful authority will never accomplish this aim. Pope Pius XI said that the proper and immediate end of Christian education is to co-operate with divine grace in forming the true and finished man of character and the perfect Christian.¹⁸

Authority Is From God

Now, it is impossible to accomplish this task if the teacher is not permitted to exercise authority in the form of guidance. All true educators realize this fact. Maritain speaking of the teacher's work in this regard states:

His duty is not to mold the child's mind arbitrarily as the potter molds the lifeless clay; rather is his task to assist the mind, the living spiritual being, which he is endeavoring to develop, and which in that process of development must be the principal agent. For education, like life, is, in the words of philosophy, an immanent activity. In like manner, the teacher's task is to co-operate with God, Who is the source of truth and the First Cause, Whose action surpasses that of all created agencies, Who can obtain results that no human teacher can obtain, and Who is continually teaching his rational creatures, by various means, at one time using force, at another, persuasion; now employing external agencies and now speaking directly to the individual soul.¹⁹

The teacher must not expect to get free obedience from his pupils. It is his duty to engender it. Unlike the adherents of the older pedagogy, who insisted upon obedience at the expense of freedom, he will harmonize the two by elevating both to a higher plane, ever remembering that real authority requires real freedom as the only environment in which it can live.

From what has been said regarding authority and freedom it is logical to conclude that these principles are not antagonistic on any level of the educational ladder, nor is their reconciliation an unsolved problem.

The freedom which Catholic philosophy prizes most is interior. To acquire this freedom man realizes that he must be free from the dominations of his passions and lower instincts and thus free to fulfill his

¹³Joseph Donat, *The Freedom of Science*, Joseph F. Wagner, New York, 1924, 25.

¹⁴*Ibid.*

¹⁵*Ibid.*



¹⁶Nicholas Murray Butler, *The Meaning of Education*, Charles Scribner's Sons, New York, 126.

¹⁷Meyrick Booth, "Freedom and Authority," *Contemporary Review*, CVII (April, 1915), 94.

¹⁸Pope Pius XI, *op. cit.*, 33.

¹⁹DeHovre-Jordan, *Philosophy and Education*, Benziger Brothers, New York, 1931. Preface by Jacques Maritain, xi.

duties. He realizes as DeHovre maintains:

Only God can satisfy the longings of the human heart; only Divine Power can attract it irresistibly. In the face of all earthly allurements man is free. Interior submission to the voice of the Spirit, devotion to duty, loyalty to one's word, strict adherence to principles, fidelity to conscience, trust in God: These do not entail the enslavement of one's personality. *Servire Deo regnare est*. To serve God is to rule: This is the dictum of the Church whose wisdom is of the ages.²⁰

A Distorted Idea

Modern educators, for the most part, have a distorted idea of educational authority. They maintain that its sole purpose is the domination of minds. They fail to understand that minds (or humans) are masters of their own lives and destinies. We win them only by giving ourselves to them in order that they, in turn, may give themselves to us. It is thus that God acts with mankind. Modern educators use the word "authority" in the sense of something accepted without reason or any consideration of right. It means the exact contrary. A man can only be said to accept authority when his reason tells him it is the right authority. If one accepts customary beliefs merely because they are customary, without asking on what authority they rest, he is acting against the idea of authority. This is the view held by the Catholic Church. According to Catholicism, education on any level is essentially a work of authority and freedom; and humanity can never develop its richest potentialities save under their combined influence.²¹

Catholicism does not entail, as those outside of the Church claim, a negation of personal autonomy and liberty because of the function it assigns to authority. On the contrary, due autonomy and liberty rather constitute its ideals. The man who is truly a man, according to Catholicism, is the one who, in control of all his energies and freed from the dominations of his passions, establishes himself free in the love of God. If authority intervenes—as it must intervene in his life—it is for the purpose of assisting him in the formation of his character. His ultimate reason for obeying is that it leads him to his end. It does not command him autocratically; it only directs him in order to serve him in the realization of his eternal destiny.

Christ Our Model

If modern educators were to take Christ

as their model they would have no difficulty in reconciling authority and freedom. They would learn from Him that self-restraint is in reality self-expression; that self-denial is self-development; and that crushing unruly desires but strengthens the will and lifts the mind to higher things. They would learn that it is true freedom

to know but one yoke, the truth. It is this truth which will lead men to dominate the impulses which tend to enslave them, and it will make them partake in some measure of that true freedom which is God's. "You shall know the truth, and the truth shall make you free" (Jn. 8:32).²²

²²*Ibid.*, 100.

Consolidated Catholic High Schools

Editor's Note: We found this editorial in the *Catholic Messenger*, of Davenport, Iowa, issue of July 9, 1953. We asked Father Barnes, editor of the *Messenger*, for permission to reprint it because it offers a practical solution, in at least some localities, to the problem of providing a Catholic high school in a rural area.

The zeal of so many of our good Catholic people for religious schools that will serve the spiritual needs of their children is one of the great glories of Catholicity in our day. Every now and again one will come away from an encounter with a devoted father or mother with the feeling that in some cases the laity are ahead of their pastors in their thinking and in their ambition in this field.

We know young couples in Davenport who, although their children are only at the kindergarten stage at the moment, are already casting apprehensive eyes to a future which seems clouded by a lack of adequate Catholic high school facilities for their children, in this number one city of the diocese.

Glancing over one of our exchanges, our eye met this appeal from an anxious Catholic parent: "Each week we see in the diocesan paper accounts of new Catholic high schools going up in the 'cities' of our diocese. This fact makes our heart lift up and rejoice.

"Yet what about our children who must necessarily live in rural areas? Must they truly be the spiritual orphans? Is there no way at all to consolidate a rural area so that they can afford at least one high school among the many little towns?

"When our children reach high school age, shall we be compelled to leave our home and all that is dear in it, to go in quest of a Catholic high school for them?"

There is a challenge as well as a plea in that statement of a parent who takes a serious view of his parental duty to look after the spiritual education and development of his children.

Is co-operation out of the question in rural areas? Good roads, modern transportation have given new life to many business projects and enterprises in rural areas. Is indifference or a lack of true Christian solidarity to deny like progress in the field of religion, or more specifically, religious education?

City parishes are joining hands and forces. Muscatine has led the way in our area. Now Ottumwa is swinging into line. Does Catholicity lose in its unifying force when it moves out in the country? Are there not many small parishes who would be logical partners in a glorious pioneering venture in consolidated Catholic high schools?

When Cardinal Mooney delivered the address at the dedication of the new Mt. St. Bernard Seminary, he spoke in high praise of the co-operative spirit and accomplishments of the bishops and dioceses of Iowa: "What some of you alone could hardly have done at all and none of you could have done so well, you have adequately and effectively accomplished by united effort."

Could not the same happy success story be repeated many times over on the parish level if neighbors will close ranks and work together?

Better schools, more adequate facilities, larger and abler teaching staffs, divided and therefore reduced expenses and first of all the bringing of Catholic training within the reach of many students who are now denied it are the prizes that can be won by small parishes with vision, courage, progressiveness enough to will and work and win, together.

²⁰DeHovre-Jordan, *Catholicism in Education*, Benziger Brothers, New York, 1934, 68.

²¹The writer's dissertation, *Freedom and Authority in Education*, The Catholic University of America, Washington, D. C., 1936, 99.

The Apostolate of the Lay Teacher

Eileen Niemeier

THE need of the Catholic school is not just for the lay teacher *per se* but for the lay teacher who is an *apostle*. It is only through an acceptance of her vocation in its full meaning as *apostolate* that the lay teacher will ever be able to fulfill her special function in the Catholic school. Until the lay teacher's "job" is seen as purposeful activity in the Mystical Body of Christ, the lay teacher's work in the Catholic school remains largely meaningless.

This is, first of all, because the very efficacy of her *position* in the Catholic school is above all an apostolic efficacy. Her midway position between the temporal and semireligious communities can be understood as efficacious only within the context of lay apostolate. And that this position in the scheme of things is not merely accidental cannot be seen either apart from its meaning for the lay apostolate, where alone it can be understood as providential, as instrumental to the salvation of souls.

Second, the *function* of the lay teacher in the Catholic school is basically an apostolic function. The heart of the lay teacher's work in the Catholic school, like the heart of the religious' work there, is a work of sanctification — and without sanctification education is vanity for everyone. Only this same work as carried out by the lay teacher is determined and directed, as we shall presently see, by principles proper to itself, the principles of the lay apostolate.

Special Aspect of Secularism in the Catholic School

There is ever present in the Catholic school the danger that the student may come to identify religion exclusively with the habit — and everything beyond a mediocre degree of piety exclusively with the "religious." This is the actual situation which every lay teacher uncovers for herself soon or later, and is also, as we shall see in a moment, precisely the one which the lay teacher is providentially ordained to change.

But why has this situation developed and how? The two chief influences upon the young person's life are his parents and his teachers. Now with the general breakdown of the Christian family in our own time the larger part of this burden falls,

more often than not, upon the teacher. But in the school staffed entirely by religious an intimate example of *lay* spirituality must necessarily be lacking and the result is often that largely unconscious false identification of piety or spirituality with religious exclusivity. How much real harm this confusion does is more profound than may be just apparent. The student who has thus come, no matter how unconsciously, to identify the Christian life on an heroic level solely with the professed religious has already fallen victim to that modern heresy which confines God to a given area of life. What happens after this is a gradual, but nevertheless systematic, weakening of the student's whole supernatural life, as everything beyond the prescribed minimum in religion comes to be put in a category to which the student does not belong and has decided that he will not ever belong, the category of the "religious." This is secularism plain and simple. And it is the type too often being unwittingly produced in our Catholic schools today. Our young people are not lacking in the conviction that Christian piety is proper to the religious. If this were true the problem would not be the one which we have. But they are lacking in the conviction that it is *proper to themselves*. This is just the crux of the problem. And any lay teacher who has laid her finger on this nerve knows what confusion is really keeping student sanctity at the level of mediocrity.

Solution of the Lay Teacher

From this analysis of secularism as it affects the Catholic school it is not difficult to see that what our students need, perhaps more than anything else, is an example of the Christian life lived out in the world where the majority of the students will live their own lives. We must make available to them not just a general example and not just any inspiration, but the *particular* example that will help and the inspiration that is *proper to them*.

The Christian ideal in lay life will not be "caught" by any amount of abstract depiction, or even ardent exhortation. For this there is needed a flesh and blood embodiment, a veritable incarnation of this

ideal, an inspiration that is all at once constant, close, and tangible, and, above all, true to the facts. The lay teacher and the lay teacher alone is put in a providential position to provide both this particular example and inspiration. This ought to be made sufficiently clear to religious and lay teachers alike. The respective positions which the lay teacher and the religious occupy in our Catholic schools, and in the *economy of grace*, are not mutually exclusive, but mutually *necessary*. Where the lay teacher in the Catholic school differs from both the public school teacher and the professed religious is just in the *lay status* which is hers within a semireligious community. The Catholic school stands between the convent and the world and partakes necessarily of the character of both. And the lay teacher is in the Catholic school in the same providential capacity as it is her lay vocation to be everywhere — she is there in the capacity of a bridge, or link, uniting two orders. She is there to bridge the gap between the secular community and the semireligious community of the school. She is there to be the bridge over which her students may pass safely and smoothly from the Catholic atmosphere of the school to the secular atmosphere of the world.

The lay teacher does not at any time send her students back into the world without accompanying them. Less than ever is the Spirit of Christ left behind in the classroom. The emphasis put upon the reincarnation of this Spirit in the life of the world is further assurance of its being carried beyond the school. The schoolroom ceases to be a room apart and comes gradually into focus in its relation to the living room, the city room, and even the pool room. The lay teacher alone can be the connecting link among all these because she alone moves easily through them all. Standing as she does in direct relationship to parents and secular officials, she is the link which smoothly connects all these to the Church and to denominational institutions.

All this means a great deal to the young people in our Catholic schools who have been caught as surely as any others in that hiatus which secularism has set up between

religion and life in our own times. Their most pressing need is to resolve the confusion which has resulted from this unnatural and unholy separation of life into isolated parts. It is a confusion that can be resolved only at its roots, and these roots are in the lay person himself whom secularism has split into two men, the religious and the secular. Until the student has tangible proof of the reunion of these two in the person, his own faith will not be integrated with his life. Until he is inspired by the example of the integrated lay Christian he will not begin even to understand what the ideal Christian life in the world is. Like most of us, until he has seen he will not believe. Until he sees what he must be, he will not be it. Until he is shown what he must do, he will not do it. More than anything else our students need this leadership in life. Assurance in life comes at this age mainly and most immediately through the reassuring example of the teacher who is the Christian representative of the student's own world, who is the one who brings *this* world to Christ, and the one whom he can follow because their paths converge.

The Lay Teacher's Sacrifice

What Christ asks of us as lay teachers then is simply to love Him in the very marrow of our lay circumstances, in the sum total of duties which we have as lay people. This labor of making a living, our living in the workaday world, our everyday contributions to the common good of the society of this world too, the tension and peace of associating closely with others, not the ones which might be singled out by us as the most ideal but the ones picked out for us by God in the society of the school, the family, and of the neighborhood in which we found ourselves when we were first given the apostleship. Making this "living" is a struggle that calls out for an anointing — the anointing of Christ which made us adult Christians at Confirmation and laid upon us adult responsibilities, not only within the soul of the Church in a spiritual kingdom, but in the society of this world as well, in a temporal kingdom.

The grouping of our professional associates constitutes a kind of family toward which we have apostolic obligations. The routine of the teaching day, the time schedule imposed by circumstance, the disadvantages of noise and the curtailment of privacy, the physical wear and tear, the loneliness, the failures — all these that loom so large in the average teaching life

can also be large in the sense of being nourishment for the growing of Christ in our lives and in the lives of others. They are penance and humiliation and sacrifice, they are steadfastness — and they are love. They receive a stream of Christ life from the roots. Once we are fully dedicated to our fundamental vocation in life all these other ramifications which are circumstantial upon that dedication become graceful too, full of grace for both ourselves and others.

The school bell like the Mass bell calls us to *sacrifice*. The dignity and joyousness of the teacher as she walks into the classroom may be a participation in the dignity and the joyousness of the priest coming out to offer Mass because both offer Christ. The teacher's desk may be an extension of the priest's altar because at both of these tables God's people may be fed on Christ.

This then is the great mystery: the lay teacher, given to Him through the instrumentality of the Church, Christ uses to extend the sacrifice of Himself to the school and all of society. The work of the lay teacher in the Catholic school is a *real collaboration in the apostolate of the Church*. The lay person teaching in the Catholic school participates in the teaching office of the Hierarchy of the Church itself, which delegates this authority to religious and lay persons alike when these are especially trained to aid the clergy in carrying out the teaching mission of the Church in the schools.

Every *act* of the teacher Christ will make into a kind of sacrament, and every *thing* into a kind of sacramental. Getting up in the morning, going to work, writing on the board, books, chalk, pieces of paper — all these are *changed* by the sacrifice of Christ into sources of grace.

When the teacher is thus broken like Christ and distributed to all her students, as the Host is broken in a communion for all men, then too, like the instruments of the Passion, the tools of her trade are, instead of instruments of torture, the tools of love. She is one with Christ — and a pencil, she knows, is only a nail to fasten the word of God on very thin wood.

Thus the humanitarian work of lay teaching transcends itself: brought into the orbit of the Redemption it is revealed in its full meaning as a divine-human co-operation. Not a co-operation with temporal society alone, but with the eternal Church. Not a co-operation with human nature only, but a co-operation with the Divinity that can make human nature like unto Itself. Not just a co-operation with the principal and the rest of the faculty, but a co-operation with Christ. And from trying to do a "good job" on the human plane all by herself (and any teacher will tell you that in class at least she is alone and that the people with whom she works are very human indeed) the teacher, who has become an apostle, finds herself on that plane where the human and the divine meet — and where God does most of the work after all.



Library exhibit at St. Peter School, Fort Wayne, Ind., during Catholic Book Week. The school is in charge of the School Sisters of Notre Dame.

In This School There Is Good Teaching

H. H. Bailey *

IN THIS school the teacher seldom repeats the answer of the pupil, and thereby avoids monotony which invariably dulls mentality. Repeating the pupil's answer discounts more or less what the child has said, thus tending to discourage him. It also wastes time and lowers attention.

In this school haphazard, incomplete, desultory questions and answers are not in vogue. This is also true of explanations. Pupils may study diligently but, if the teacher is vague and uncertain in his questions and indefinite and inefficient in his explanations, the recitation has failed. The questions must be brief, definite, easily understood, and thought provoking when possible. Explanations should be simple and complete.

Accuracy and Neatness

In this school boys and girls are taught accuracy and neatness, not on special occasions but day in and day out. Careless, indifferent writing is not encouraged nor is it permitted. Every pupil should learn to write well. In this instance and in this school the teacher, of course, is a model in accuracy and neatness.

In this school all teaching is complete. The teacher does not teach in part. He teaches completely, thoroughly, in full. There is a tendency in many schools to do quantity teaching at the expense of quality teaching. Work well done is a joy. Work poorly done is drudgery. Because of complete teaching your pupils are happy.

Concentration by All

In this school the teacher does not permit the nonreciting pupil to interfere with the reciting class. The recitation period is for recitation purposes. There is no interference, no disturbance, no passing about the room or leaving the room.

Occasionally a teacher permits and encourages the nonreciting pupils to come forward with their questions. During a twenty-minute period in one school there was a total of sixteen visits to the teacher, several of the pupils going forward two and three times. That recitation was without value.

In this school the teacher has adopted an excellent plan in conducting the recitation. He stands or sits where he can see the reciting class and the school, and where the reciting class and the school can see the teacher. It is a bad practice to walk up and down the aisles or the front of the room when a recitation is in progress. It is better to stand if you are able but there are times when the teacher must rest. Let it be said that women look younger when they stand and men more intelligent.

Definite Assignments

In this school the teacher is definite in lesson assignment. If possible the assignment is made at the beginning of the recitation. It is done deliberately and so thoroughly that all may understand. It is the wise teacher who does not repeat the assignment, thus holding attention at the alert level.

If a pupil is absent, upon his return, before the opening of school, he secures the assignment from a fellow pupil. This eliminates a later, unnecessary question of confusion, "Please may I speak?"

In the assignment it is well to remember that frequent requirements, written ones, build student worth — an outline, a number of problems or exercises in mathematics, the spelling and correct pronunciation of proper names in geography and history, different types of sentences in grammar, or a list of phrases, or a group of clauses taken from a certain page. These requirements, to be met without exception, should be submitted at the beginning of the recitation, or at the opening of school if they are home assignments. These are never detrimental but always beneficial.

Five-Minute Tests

Word tests, always brief, at the beginning of the recitation, build attention and keep pupils awake, not only during the recitation but also during the study period. Let us say that Illinois and Indiana are being studied and that the boundary of each is required. Have the pupils number papers from one through ten. Now, listen to the thoughtful teacher. "Illinois: one

north boundary, two east, three south, four west; Indiana: five north, six east, seven south, eight west; nine capital of Illinois, ten capital of Indiana. Papers forward, please."

The tests may appear frequently but should be unannounced and at irregular intervals. They may apply to any subject. The grades earned should be a part of the regular grades. Such tests are of great worth but their value will largely depend upon the teacher's ability to stress the lesson's vital parts.

In this school good teaching is partly due to deliberation during the recitation. Time is taken to announce the question or topic, plenty of time. Time is taken for the pupils to study the question or topic, plenty of time. Time is taken to choose the pupil who is to recite, plenty of time. And when the selection is made it is a surprise to the entire class.

When a pupil "blurts" out a word or two for the answer, speaking impulsively and discourteously, the teacher is not in charge of the recitation. Neither is he in charge when the recitation is directed by a raise of hands.

In this school the teacher designates who is to recite until the topic is fairly well treated. Then, but not until then, is there a call for raised hands, with the teacher still indicating who is to recite. Please note how the leading pupils broaden the recitation. And you will please also note the attention of the entire class.

In this school the teacher understands the value of good conduct and obedience. He knows full well that the disobedient child has a rough and rugged path before him. He also knows that no child has a right in the least to mar the happiness of any school. Thus, good conduct enhances the school and the child.

Efficiency

In this school the teacher understands how to put pupils to work and how to keep them working. And he rigidly practices what he understands. This is fundamental in having an orderly school. No one, so far as I can learn, has ever been able to teach successfully in a disorderly school.

*Altamont, Ill.

Patrons do not support schools that boys and girls may spend their time in idleness. Nor do they send them to school to do shoddy, indifferent work. It is their desire that the pupils study and work diligently. Best of all, this is the desire of our wonderful boys and girls, almost without exception.

In this school the teacher teaches right attitudes. To do well in school the child must like to go to school. To spell well he must have the right attitude toward spelling. We can never succeed in anything unless we want to succeed—and will to

succeed. Let us build right attitudes that our young people may be fitted for what they ought to do and should do. That will be great teaching, since every right attitude builds personality.

Economize Time

In this school the teacher knows that inattention is the most expensive item in education. If half of the pupils are habitually inattentive, the school cost is doubled. When pupils are taught the importance of attention and are then taught to be attentive, teaching school is a great joy to

pupils and teachers. Boys and girls like to be attentive once they learn the value of attention and get the habit of attention.

In this school the basis of good teaching depends upon high standards in conduct, in effort, in right attitudes, in attention.

In this school they are so important that succeeding pupils must make high grades in each.

Once you have established these basic qualities of a good student, upon a high plane, you are on the threshold of a successful year. Teaching without these basic qualities is an uncertain venture.

Present Status of the High School Annual

*Sister M. Martina, R.S.M.**

IN THE early part of the twentieth century, there existed in many schools throughout the country what might be called "the little sister" of the college yearbook. In its early stages it was little more than a photographic album of faculty members and seniors. The design was a stiff pedantic display in which precedence was the rule in photographic arrangement. Since all the pictures were formal poses and many of those of the faculty antedated the yearbook from ten to twenty years, it had only slight worth as a memory book. Authorities on education saw little value of such a publication to the school and began to exert pressure against it. As a result hundreds of schools abandoned yearbook publication.

Its popularity, however, was revived in the years following the depression. Economic conditions had changed considerably in the first three decades of the twentieth century and the wage-earning power of the high school student effected more freedom in spending and a greater demand for the things he wanted. One of these desires was a memory book of his high school days. As a result of this student pressure, the yearbook not only regained its former position but has gone far beyond it. Today, it is estimated, that one third of all the high schools publish an annual. Grasping commercial firms have done much to publicize the idea. At present the amount spent annually on college and high school yearbooks is about \$35,000,000.

*Mount St. Mary Academy, Oklahoma City, Okla.

The yearbook as we know it today is more truly a memory book for the student and a record book for the school. It portrays school life as it is, with all its activities, curricular as well as extracurricular. By using pictures which are not still poses, but scenes of students in action, it attempts to give a complete history of a scholastic year at a particular school. In many instances it is the product of student enterprise. This may not result in the best for artistic value, but it will have originality and vitality.

But we ask, just what is the function of this 35-million-dollar project in our educational system today. Promoters advance such values as, publicity for the school, record of school achievements, and for students a treasured memory book.

A Survey

In an attempt to discover just how the annual fits into the Catholic school program, the writer made a survey of 24 Catholic high schools throughout the Middle West. Results of enrollment, cost, number of pages, how it is financed, how photography is obtained, amount of work done by the student staff, and type of covers are given in the table.

It should be noted that enrollment had little influence on popularity of the yearbook. Three high schools having less than 100 students enrolled published an annual. Even though the books contained less than 50 pages, these schools used the padded cover

and did not object to paying \$3.50 per copy. Two of these schools took care of some of the photography and the student staff did 100 per cent of the work on the publication.

Another point of interest is that the cost per copy is not always in direct proportion to the number of pages. Even when consideration is given to other factors influencing cost, such as type of cover and possible extent of sales. One school having an enrollment of 185 published an annual of 70 pages at a cost of \$8 per copy. Another school with an enrollment of 60 had only 50 pages in their book and paid \$1.50 per copy. Both books used the padded cover. Judging from the enrollment, the expected sales in the first school should have been three times that of the second, yet the cost per copy was almost three times as great.

The number of pages used in the publication does not seem to be determined in any marked degree by the enrollment. Two schools having enrollments of 1130 and 1017 had 88 and 190 pages respectively, in their annuals. Of two other schools, one had an enrollment of 400 and used 40 pages while the second had 313 students and used 120 pages.

Why the Annual?

Besides the questions whose results are listed in the table, three others were asked, some of which received replies which could not be well tabulated.

DATA ON HIGH-SCHOOL ANNUAL
Tabulation of Results of a Questionnaire Sent to 24 Catholic High Schools in the Middle West

Size of Schools	Number of Schools	Financed			Cost				Pages				Photography			Work Done by Students			Cover		
		A. Student sales	B. Ads	C. Fund-raising activities	A. \$1.00-2.00	B. 2.00-4.00	C. 4.00-6.00	D. 6.00-8.00	A. 30-50	B. 50-75	C. 75-100	D. 100-200	A. School	B. Commercial	C. Both	A. 100%	B. 50%	C. 10%	A. Padded	B. Hard	C. Flexible
		A	B	C	A	B	C	D	A	B	C	D	A	B	C	A	B	C	A	B	C
40-100	3	3	2		2	1			3					3	2	3			1		2
100-200	3	3	2	2			1	2		2	1			3		2	1		3		
200-300	1	1		1		1			1					1		1			1		
300-400	9	8	5	4	1	3	4	1	4		4	1		8	1	6	3		6	1	2
400-500	1	1				1			1					1	1		1		1		
500-1000	7	7	5	1	1	2	3	1	1	1	2	3		7	3	2	5		5	1	1

To the question, What do you consider the chief benefit to the school derived from this publication? eight replied, "school spirit," ten listed "school publicity." Other reasons given were, "students want it," "keep up with the Joneses." Three gave as their answer "none." One considered it a waste of time and money that could be spent to better advantage in the school. Learning to assume responsibility and personal development were other reasons given.

It is interesting to note that eight schools sending replies, having enrollments varying from 130 to 1130, who had paid from \$5 to \$8 per copy all gave such answers as "school spirit" or "good publicity," also teaching responsibility and personal development. Seven other schools who had paid from \$1 to \$3.50 did not favor the publication.

A second question asked was, Do you consider the financial cost and labor justified by the benefit the school derives from the publication? The results indicated that 50 per cent were in favor of the annual and the same amount opposed it.

Differences of Opinion

A third question was, Do you consider the high school annual a necessary evil in the modern high school? Eight replied, "Yes." Again various answers were received. The question may have been somewhat confusing. In an attempt to clarify, some answered, "Evil, yes," "Necessary, no." The conditions existing within the school would have to determine the answer, some replied. Others simply answered, "Doubtful." From which it is difficult to determine whether they meant, doubtful evil or doubtful necessity. This confusion arose from the manner in which the question was worded.

A summarizing statement of results is not

easily compiled. However, it is worthy of note that opinions were almost equally divided for and against the yearbook publication. This is not surprising. But one does wonder why the publication is continued in those schools where it is not favored. Here, however, it must be remembered that the questionnaires recorded the replies of only one person, usually the faculty advisor or moderator. This, of course, does not represent the opinion of the faculty or the school authorities responsible for its publication.

HYMN TO OUR LADY OF FATIMA

Lady of Fatima! Lady of Light!
 Shine on our pathway through earth's
 darksome night;
 Shield us from danger, rancor bid cease;
 Lady of Fatima, grant us world peace!
 Lady of Fatima, grant us world peace!
 Lady of Fatima, Virgin most sweet!
 Garlands of Aves, we lay at thy feet;
 Lead us to penance, teach us to pray;
 Lady of Fatima, show us the way!
 Lady of Fatima, show us the way!
 Lady of Fatima, Mother most pure!
 Help us our exile on earth to endure;
 Bring us to Jesus, when life is done;
 Lady of Fatima, show us thy Son!
 Lady of Fatima, show us thy Son!
 Lady of Fatima, Lady all fair!
 Take our loved country beneath thy
 sweet care;
 Keep it forever faithful and free;
 Lady of Fatima, hear thou our plea!
 Lady of Fatima, hear thou our plea!

— Sister M. Fabian, O.M.

Music for the above hymn may be obtained from the Marianist Promotion Service, Dayton University, Dayton, Ohio, at 25 cents per copy.

Objections to Annuals

The common objections advanced against high school annuals are cost and pressure of time. The questionnaires indicate that student sales were used in all schools, advertising in 50 per cent, and fund-raising activities in 33 per cent. It is doubtful whether the money derived from student sales would have been donated to the school if there had been no annual for which it could be spent. It is even more doubtful whether the firms taking out ads could have been prevailed upon to turn over the same amount to the school treasury. True, the fund raised from extra-curricular activities might have been applied to other use. But even this was not a direct draw on the school account.

Pressure of time might produce various problems. If all of the work of producing an annual has to be done by the annual staff in a school where there is no department for art or photography, or even a regular journalism class which could help along in their respective lines, then the burden for the staff does become weighty. Again a glance at the table shows that most of the work in all these schools was done by the student staff. Fourteen of the schools that returned questionnaires indicated that 100 per cent of the work was done by the students. Usually they are the ones who want the yearbook and most likely would be willing to do the work necessary. Some help of course would have to be obtained from the moderator, but this should be more of a directorial nature.

One questions the objections, cost, and pressure of time, as being the real source of opposition to the yearbook publication. Since no other objections were listed, it is not possible to determine just what the real answer is.

The CATHOLIC SCHOOL JOURNAL

Editor

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Administrative Officers of Catholic Educational Institutions

No. 2. The President of a Catholic University

One of the greatest problems in a religious community in the administration of a college is the lack of standards guiding the selection of the head of an educational institution. None of the major religious orders have ever been in a position where there was not available a person who could be appointed to the headship of a university or college administered by the order. Too often this is based on a principle that is probably more universally applied in the military services than in the religious communities, though they are a close second. This is the principle that if there is a vacancy in any job and there is a member of the religious community without an

assignment, appointment by the superior immediately confers on the person all the skill and knowledge necessary to do the job. Sometimes the person doesn't have to be without a job, but is in some less important job that does not seem directly related immediately or in previous experience of the person to the appointment.

Some of the religious communities of women have experimented with the idea of going outside of the order and selecting a layman for the job with certain specific objectives in mind, sometimes educational, sometimes financial. This deserves separate evaluation.

One understands well the great importance of the selection of a head of a religious community and the extraordinary power invested in one human being over other human beings' lives and, consequently, the necessity for a short term in such offices. The necessary qualifications of the heads of various types of educational institutions will be different depending upon the duties of the officer to be appointed and so will be stated in separate editorials.

The president of a Catholic university should have the following qualifications:

1. Personal Qualifications

a) His personal qualities should include especially independence of thought, social imagination, intellectual courage and co-operativeness in constructive work, and uncompromising opposition to "shoddy" intellectual work, intellectual dishonesty, treadmill education, and social panaceas and gold bricks.

b) He should be a person interested in the educational problems of the university rather than a person who would rather talk about them elsewhere for prestige — though this subordinate function should not be overlooked.

c) He should display clear evidence of administrative ability involving public relations, not confined to financial problems in an institution rendering a public service.

2. Scholarship

a) He should be a holder of the degree of doctor of philosophy from a recognized university with clear indication of scholarly ability as shown in his doctoral dissertation, *but more significantly*.

b) He should show evidence of continued scholarly interest and attainment, by contributions in a serious field of study and, at least, one major recent extended work of scholarly achievement.

c) He should be recognized by scholars in an academic field for his scholarly attainments.

3. Knowledge of University Administration

a) There should be some evidence of his knowledge of the peculiar problems of university administration — relative to regents, to various colleges and schools, to faculties — as shown by (1) training, (2) experience, or (3) research.

b) He should have clear conceptions of such university problems as (a few examples):

- 1) The mission of a university on the social order;
- 2) Academic freedom and tenure;
- 3) The place of professional education in a university system;
- 4) The teacher training problem.

c) He should possess a thorough appreciation, on the college and university level, of the importance and problems of teaching.

d) He should have a thorough appreciation of the place and high significance of genuine research in a university, in the qualifications of most teachers, in the field of pure science, and in the application of science, philosophy, and art to the fields of industry, agriculture, public health, public education, and any other major social interest.

4. Experience

a) The president should be a person of sufficient teaching experience on various educational levels to appreciate the educational service where it is functioning — in a classroom or laboratory.

b) He should have had sufficient recent educational administrative experience — variety of educational administrative experience would be an asset — so that he will enter sympathetically into the actual problems of a university.

c) Experience with legislatures and legislative processes would be an asset.

5. Relation to Public Educational System

a) Capacity for co-operative educational leadership with other Catholic institutions of higher learning and the public educational institutions is a necessary qualification.

b) Knowledge of and special interest in the methods and techniques of adult education as distinct from the formal processes and requirements of the academic system will promote community services.

Unfortunately, in American education generally, there has been emphasis on "financial wizardry" or expertness in public relations, or success in other fields rather than on educational insight, educational vision, and what might be called educational know-how. In these recommendations we would like to insist that the president of a university be an educator rather than a "go-getter." — E. A. F.

In-Service Training for Secondary Teachers

*Sister M. Michael, I.H.M., Ph.D.**

BECAUSE of the complexity of modern life and the demands made upon educators, in-service training is part of the regular program for those engaged in the teaching profession. This fact is not less true for religious educators dedicated to the great apostolate of training youth in the ever increasing number of secondary schools that continue to dot our country from coast to coast. By the very nature of community life, Sisters and Brothers devoted to teaching youth have conducted "in-service training programs" without calling them by such a distinguished title. What else would one call reading at table, instructions or directives on problems at some community conference but "in-service training"?

Yet, along with their co-workers in public education we find Catholic education on the national, regional, and diocesan levels planning and conducting more organized formal types of in-service programs. The following indicate the framework of in-service programs which include effective approaches for the exchange of ideas and to provide professional growth in keeping with the demands of modern society.

Regional and Community Conferences

The secondary department of the National Catholic Educational Association on both the national and regional levels includes such panels and lectures wherein are considered such topics as guidance of secondary students, the Christian impact in teaching English, Christian social living, the family life program, life adjustment education, remedial instruction, and related topics.

Community workshops and conferences, held annually over the week ends and at similar vacation periods, illustrate another form of an in-service program. At times administrative and educational problems are considered such as the use of the evaluative criteria, the study of objectives of Catholic education, the enrichment of faculty meetings, and Catholic action as part of the curricula training. Catholic education continues to grow in depth and breadth with these far-reaching influences which bring greater unity to the community in particular and to Catholic education throughout our country. Having

passed through the pioneer stage, these leaders who direct these workshops in the growing religious communities bring inspiration and enthusiasm to the members that cannot be evaluated by any material criteria of measurement.

Workshops

The Catholic University workshops that are offered each June make it possible for small groups to concentrate on common problems like Integration in the Catholic Secondary School Curriculum, the Administration of the Catholic Secondary School, Curriculum Changes, and other comparable themes. These are not mere opinion workshop sessions but they are directed by consultants who are leaders in the field and are familiar with the best in research and practices. Perhaps no one medium has been as responsible for the Christianizing and upgrading our Catholic high schools as this workshop approach used either by a particular community or conducted under the direction of a graduate school of education in connection with Catholic colleges and universities. The publication of these workshop findings in books, periodicals, or some form of proceedings has made possible a rich mine of material for training educational leaders according to Catholic philosophical principles.¹

The spring and fall conferences programs on audio-visual-radio education have introduced a medium of instruction that have enriched teaching. This approach has made possible the knowledge and use of materials available in that field to teachers who long since completed their training. The co-operation of such companies as Encyclopaedia Britannica, Coronet, McGraw-Hill, and Ideal Picture Corporation who have developed such excellent films for classroom use have contributed greatly to the success of such workshops. These companies with others have developed every subject in the high school curriculum. A few titles illustrate the fact—*As You Like It*, *Jane Eyre*, *Silas Marner*, and *Ivanhoe* bring to life the classics, while every other field has developed comparable films, filmstrips, and recordings.² Now many colleges are moving

into TV workshops for the training of high school teachers to prepare classes to be on such programs.

The additional programs being offered in theology for Sisters provide courses and advanced degrees for those who have completed their degree and credential requirements. Along with this theological program we find all-day conferences in the teaching of religion which are attended by more than a thousand religious. Choosing a particular theme such as "To Fashion the Image of Christ in Our Youth," noted speakers develop topics related to the theme such as "The Christian Impact and the Teacher," "Thinking With the Church," "Forming Christ Through Prayer," "Forming Christ in Souls," "What Teach You of the Social Encyclicals?" "Are We Thinking of Christ in Social Work?" "Are We Preparing Christian Homes?" "Developing a Christian Mentality." Some of the other conferences which have been offered for the past nine summers have developed such themes as "The Synthesis of Christian Living," "The Development of the Intellectual Life Through the Teaching of Religion," and "The Catholic Teacher and Community Relations."³

Subject-Matter Committees

Most dioceses have developed subject-matter committees made up of representatives of the various fields from every high school. These committees meet quarterly and work on problems, develop curriculum, evaluate programs, and plan for different types of students. They are known as the Science Round Table Group, the English Association, and the Drama Guild. In addition to these subject-matter groups organized for Catholic high schools, the secular subject-matter fields like the *English Association*, the *Chemistry Association* find enrolled in their organizations and taking an active part in their programs Brothers and Sisters from our high schools. Through these committees our fellow educators understand the contribution we are making as their copartners to the American way of life.

Misunderstandings exist because people do not know. . . . How can our purpose, our program be understood if we stand apart or aloof? Again Catholic education has come of

¹See the Catholic University Workshop Program, Summer Session, 1953.

²See Immaculate Heart College Program—Audio-Visual-Radio Workshop, Summer Session, 1946.

³See Immaculate Heart College Program—Conference on Teaching Religion, Summer Session, 1945-1952.

*Immaculate Heart College, Los Angeles, Calif.

age. The pioneer stage has passed and we are entering into the creative developmental stage which is the part we must play in this drama.

In that Catholic education has left the pioneer stage, we must produce evidence if we are to make intelligent changes and go forward. The age of mere opinion is over. Objective studies must help determine our answers. These studies can be made in the form of surveys, experiments, curriculum evaluation. These studies need not be highly statistical but they need trained leaders. Such research activities vitalize the interest of teachers and improve teaching. Now that our high schools are larger, these studies will have greater significance. Instead of one ninth grade, we have three, six, nine, twelve sections of each grade. This makes possible valid surveys and controlled experimental studies.

Diocesan Research Center

Every diocese should become an *In-service Research Center* to co-ordinate, report on, and publish the results of surveys or experimental studies being carried on in the individual schools, groups, in religious communities, or on the diocesan level. The desired study or experiment could be selected at a faculty or group organization meeting. A committee would draw up the plan of approach. Progress reports at stated times would involve group evaluation and thus enrich the study or survey. The following studies are suggestions:

1. Make a survey of dropouts in various grade levels. Try to determine the basic causes. Do your curriculum offerings have anything to do with withdrawals?

2. How many of our students do not enroll in Catholic high schools after graduation from our eight grades? Could you give the causes according to percentage in each stated answer? How many of our students are not enrolled in Catholic high schools in one city, one county, one diocese? Why?

3. Make a follow-up of our high school graduates especially the 60 per cent of average or above average intelligence that do not enroll in any college. Evaluate your curriculum offerings in the light of their needs. How successful are they? How active are they in parish life? Were they neglected because of the emphasis upon college preparatory work? Several such long-time studies should be carried on at the same time. Then pool the findings.

4. Make a survey of the varying programs that are now in progress for superior students. How effective are they? Are these programs geared to content offerings, to methods used, or to the preparation of the

teacher? Since several sections of each grade are to be found in all our high schools, there should be previous definite programs made for the superior students.

5. Plan a follow-up study for students enrolling in college. How long did they remain? Were they well prepared? What percentage of your high school graduates are graduated from college? These facts have significant meanings for the evaluation of your curriculum offerings especially if your emphasis is upon college preparatory courses.

6. Is vocational training the answer to the slow learner (90-100 IQ); or would such students be better prepared for life if more attention were given to them in classes; if they did not go at the same speed as the better groups; if they were really overtaught so they could overlearn. There are many such students and they are the truck drivers and clerks that need to know how to read, to write, and to spell. They are capable of learning. This is a problem that must be faced and not by saying we cannot afford expensive vocational equipment. Such equipment is of no value in the light of these other basic needs.

7. Survey the field to determine the results of the programs planned to improve scholarship such as the California Scholarship Federation. Does it really produce superior scholastic students? Does it develop leaders?

8. What about your grading system? How many understand really what constitutes an A or a B or a C? This would be an excellent long-time study at a faculty meeting. How are students informed of such policies?

9. If you use warning notices, do they prevent failures? Have you made a study over the years to determine if they improve scholarship? Do your teachers have conferences with the students before sending warnings home to parents? Do the parents cooperate?

10. What are the factors affecting scholarship in high schools? This would necessitate the preparation of a detailed questionnaire which could be used with students as a means of guidance later. The problem, the method, and the conclusions of such a study are reported for one of the Los Angeles high schools in the *Journal of Educational Research*, September, 1952.

11. Make a follow-up study on the analysis of the teaching of foreign languages or science after using the Co-operative Tests. What revision was made in the curriculum and teaching methods as a result?

12. Study what is considered the best plan for grouping for your school. Is it according to IQ, according to reading age, according to the subject-matter field? It will take

several years to evaluate the best method if there is one.

13. Collect and publicize reading lists at the different high school grade levels. Some group could work on a bibliography of such lists that are available.

14. How effective are your family life programs, your music offerings, your Christian social living classes? What provisions are made to interpret the Encyclicals to the upper classes in high school?

15. What plan do you follow to improve spelling, to improve reading, to make certain that all composition writing is in keeping with what is expected from a high school graduate? These are three neglected fields. With a little planning, and the making use of the excellent materials available, student skills could be improved in these areas.

16. Social study teachers could make a survey of students' interests in TV, in motion pictures, radio, reading. Such findings could become the basis for a directed program.

17. The Objectives of Catholic Education should be studied to determine to what extent they are being incorporated into each subject taught. (See the chapter in *A Catholic Philosophy of Education* by Redden and Ryan for the list of these objectives, and see Fitzpatrick's *What Is Education?* [Chap. II] for central conception.) How do these objectives co-ordinate with the latest list from the state department in education entitled "The Framework of Public Education in California"?

18. Evaluate your guidance program to see if it provides training in the natural virtues, the social virtues, the moral virtues, the intellectual virtues.

19. How do you provide training in: organized ideas, interpreting ideas, making inferences, drawing conclusions, perceiving relationships, and summarizing content?

20. Make a study on a certain grade level of high school achievement in your diocese, in your community, in your school over a period of years.

Don't say this can't be done. It can be done and it is being done. All one needs is the vision to see its possibilities, the heart to undertake the work, and a plan to follow. Research at the high school level will be the Catholic educator's contribution to the enrichment and furthering of Catholic secondary education in this half century. Look how far we have come since 1900, since 1930, since 1940. . . . Our in-service development is our future. In this way we are assured of maintaining our heritage, our traditions; in this way we will keep alive the best in education according to the needs of our age. . . . This is our challenge . . . and we shall meet it.

Practical Aids For Teachers

A Technique for Teaching the Mass

Brother Robert E. Backherms, S.M.*

In trying to teach the Mass to sophomores, I have found that one of the hardest points to put across is that the Mass is a "call to action." I hoped to have the boys leave Mass—at least on Sundays—actually remembering that they are to live the Mass from day to day, and that they are to carry its message to the world in which they live. I wanted to emphasize that being just a Sunday Catholic is not enough, that each boy has social obligations which complement his own personal and private ones. Both types of obligations result from, and are facilitated in their fulfillment by, the same Holy Sacrifice.

For some, the *Ite Missa Est* means: "This is enough religion for one week." For them Mass is an isolated event which bears no influence on their day-to-day struggle to be good. Yet they are supposed to be Catholic Christians—other Christs. They are supposed to live in this world "not as patiently enduring a hardship, but as gladly fulfilling a mission." Which leads me to a *possible* and *partial* solution to my problem. The Divine Teacher was the world's master storyteller. So I tried a story:

A Modern Parable

A young man wants to go to West Point. Maybe you're the fellow. You've read about it. Perhaps you've even seen it in pictures. So you start getting ready for that career now (Prayers at the Foot of the Altar). Everything you do is colored by that "some-day" hope. Before long you're at your desk writing a letter of application. Deep down you feel that you're not really worthy (Confiteor)—at least not yet the way you would like to be. But you're willing to balance the books by extra effort and good will. You make sure to include some references of very important persons (Confiteor). You are accepted.

As you pass through the main gate of West Point, you see the Army band marching across the plain and hear the martial music which seems to set the keynote of (Introit) your future career—soldier. You surely hope and desire (Kyrie) to be a good cadet.

When you walk to a spot overlooking the majestic Hudson, or to a point high above the parade ground, you fill with pride and praise of the Academy (Gloria), and that day you write to tell Mom about the place.

Sure, you find things a bit tough at times. That's why you go to your superiors and ask for advice and help (Collect). After all, they also want you to turn out first-class men.

So on you go. Over and over again you read the documents—speeches and writings (Epistle) of our country's "Greats"—men like Generals George Washington and Robert E. Lee. They were beacons for you to follow as you must be for future men of our country. You learn all the traditions of the Army of the United States. You learn all the rules and know that only by following these (Gospel) will you attain the goal you're after.

And you get help. Regularly you hear lectures and search out explanations (Sermon) of these many writings, traditions, rules. You learn the what? and the where? and the when? and the why? and the how? of an Army man's life.

You pledge your allegiance (Credo) to the "flag of the United States of America, and to the republic for which it stands, one nation indivisible, with liberty and justice for all." You believe in what you are and represent.

One day, you are Lt.—, United States Army! You are admitted to the rank of commissioned officer in the service of your country. Everyone is happy; you are thrilled.

The commandant assembles the men and asks for volunteers for very special duty. You're not commissioned for yourself, but for others, so you volunteer (Offertory). You volunteers are set aside for a special unit, and undergo specialized training. You know the mission will not be easy, that hazards will abound. But you resolve to stick with it cost what it may. You've made it a habit to try to be a good soldier. You will continue (Lavabo). All your actions show this attitude. And your word backs them up. If necessary you ask for aid and suggestions (Secret). No one is perfect; yet you always have in mind that ideal soldier who is held before you as a model. You thank heaven you know for what to strive (Preface).

Days pass. And weeks. Of what lies ahead you're uncertain. But whatever comes, you want God to know you did your best. You want to be a credit to God and country (Commemorations); you want Mom and Dad, the kid brothers and sisters, and "Gramps" (Commemorations) to know that you did not forget them. Your sacrifice is being made for them and with them. A glorious past marches by in mental review. Great heroes are there—and unsung ones too (Commemorations). For all of these and for your buddies in arms and for your own self; yes, for America (Commemorations), you are doing what you are doing.

The big day draws near (Consecration). You've heard about a wonderful and powerful weapon you can use. As a defense, it's almost without equal. You're glad to know all your friends will have it as well. Somehow you feel closer to these men now than you did (Commemorations). All the differences and aversions between you and them fade away (Pater Noster).

Today you are given that weapon (Communion). You find that it must be used properly and with reverence (Ablutions). Good care and proper handling are important (Communion Verse). No, you don't slip up here.

The big day draws nearer. The more you learn about this great means of offensive and defensive combat which you've been given, the more wonderful you think it is. You want to use it well (Postcommunion)!

The big day is *here!* West Point is now several thousand miles to the east. The Bay stretches in mottled blackness out to the ocean. The ocean stretches out to—where? You're in a small group now, and the words of the colonel ring clear:

Men—this is it (*Ite Missa Est*). In a minute you'll walk up that gangplank and then you're practically on your own. Remember, men, you are commissioned officers in the United States Army. Don't ever forget that! You've got a job to do. Do it! You know how, and you know why. Millions of people need you. Don't let them down. You've got the equipment and the knowledge. You've got our backing and the promise of any and all further help we can give.

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Don't just do a job, gentlemen. Do a soldier's job, and do it well. Good luck and God bless you (Last Blessing).

Your ship heads west, and San Francisco slips away. Someone on deck hums *The Star-Spangled Banner*, and now you feel that all American history and tradition, all her rights and privileges and duties are summed up in these notes (Last Gospel). You're mighty proud of her—and proud to answer her **Call to Action**.

How to use this story? That depends. Have you a flair for the dramatic? I think such a one would do well to tell the story deliberately and with a certain amount of feeling. He

should not read it or use notes. After so doing, and allowing a brief pause—the sinking-in process—the story could be given again in outline form, explaining the various points in comparison with the Mass. The boys might be asked to make the comparisons.

Your Own Story

I have found that most of the students can be impressed by the narrative if an effort is made to have them feel it is *their own* story. For this reason, I prefer to review it by dramatically retelling the story—*adding in the same spirit* the similar points of the Mass. Afterward, or during the next class, the stu-

dents might be asked *why* certain parts of each are alike; i.e., What is the spirit of each? What the dominant idea or theme? *The Last Gospel*, for example, summarizes the entire life of the Second Person of the Blessed Trinity, *The Star-Spangled Banner* summarizes all America and things American.

No, I am not naïve enough to think this technique perfect or even good enough to cause half the boys to begin attending Mass or to become other St. Pauls. Far from that! But it might be instrumental in getting one boy thinking. The idea is a seed. Those who have pedagogical green thumbs can plant it; those who have not can pray for rain.

Let the Teacher Stimulate Writing

CATHOLICS AND AUTHORSHIP

Rev. Edward F. Garesche, S.J.*

Teachers in our Catholic schools do not perhaps pause very often to think how many of the bright, talented boys and girls in their classes are ever to become practical writers, men and women who can help others and influence public opinion by their cultivated gift of self-expression. It is, of course, very difficult to foresee what a student will become in after years. The ones who seem to show great talent for writing often fail to develop into successful authors, whereas a backward boy or girl who is not very much interested in studies but reads prodigiously and makes secret efforts at writing outside of class, may be the one who will develop into a popular and effective writer. But whether this one or that one in the class is the destined author, this much is sure, that our educational system ought to produce a number of effective writers. Among the millions of Catholic boys and girls there are individuals who can become successful writers of fiction, of history, of poetry, or of drama. Others, and perhaps many more, have all the needed qualifications to become journalists and, with the right training and encouragement, they may climb to high editorial positions.

They Need Encouragement

Someone may ask at this point whether it is possible to encourage and develop writers. "If a man or woman has the inward urge,

the desire for self-expression, he or she will write. If not, no matter how much talent he may have, that individual will never rush into print." But this is a narrow view. No doubt there are many young Catholic men and women who do not know how to go about publishing, who have no encouragement to put their thoughts on paper and submit them to a magazine or newspaper, but with the proper guidance and encouragement they would begin to write for publication and many of them when they have tasted the glow of authorship and seen their contributions in print would keep on through thick and thin and often win considerable success.

Years ago we wrote a book called *The Training of Writers* which was helpful to a number of Catholic teachers and in it we wrote down some simple principles which, duly carried out, ought to increase the number of Catholic authors. First of all, the teacher ought to have a great appreciation of, and enthusiasm for, authorship. After all, if there were no authors there would be no classes in English literature or composition. How much of the joy and beauty of life, the interest of living would be taken away from us if men and women did not labor and strive and burn the midnight oil to write for publication.

The Power of Example

One of my own youthful memories is of the conversation of my own mother and her

sisters when they met in the summer vacation time. Those good ladies had been taken by their father to France to complete their education and they had acquired there not only a knowledge of the language but an exceptional interest in history, literature, and travel. As I listened to their conversation it began to dawn upon my youthful mind that there was a world of books whose authors were men and women like ourselves, but who had written works that lasted for years and charmed or thrilled or elevated many thousands of readers. "What a wonderful thing it is," I thought to myself, "to write books!" It was no doubt from this youthful resolution that has come my long years of writing which have produced more than half a hundred books.

To live among people who have an esteem for writing, to sit in the classroom with a teacher who has an enthusiasm for authorship may be the first step in becoming a writer. Years ago, in a Midwestern college, the present writer was appointed to teach a class of boys, the most intelligent and talented that he ever saw. They were in what would now be called the freshman year of college and their ambition to write had never been aroused. The extraordinary talent of the class had never been appreciated. So I set myself to awaken in them an enthusiasm for writing and for reading. It was remarkable to see their response. Though until that time they had not had a single contribution in the college paper,

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they counted 40 articles and poems by members of the class by the year's end. Not long ago I received a letter from one of the boys who is now a famous writer. "I suppose you remember," he said, "the talks you used to give us in class about writing. I took you seriously and the many volumes that I see with my name on the back, undoubtedly stem from the urgings you gave us to cultivate whatever talent we had for authorship."

They Must Begin

Another very important element in the training for authorship is, it seems to me, to get the talented boys and girls to write directly for publication and to try to have their writings published, at least now and then, in some periodical, however humble. To see one's name in print over an article or poem is to the budding writer like the taste of blood to the tiger cub. It tends to raise in him an ambition and interest which will carry him on through the disappointments, delays, and toilings which are necessary to become a successful writer.

Finally I am a great believer in memory lessons. During the years that I taught Eng-

lish, and especially in the case of the very talented class I mentioned, I used to give daily memory lessons of poetry or prose which the men were supposed to be able to recite at the beginning of every school day. This practice stores the memory with beautiful phrases, exceptional words, and the rhythm of good poetry and prose. "I never realized when I was toiling at your memory lessons," wrote one former student, "how they would enrich my mind and memory with beautiful thoughts, but now they come to me often and thought and speech are the better for what I learned by heart."

We so sorely need more Catholic authors, that it is to be hoped that many of our teachers will encourage writing. It is well to realize that we are engaged in one of the most noble and beautiful of occupations, for as St. John Chrysostom says: "Greater than the art of the sculptor or painter or architect is the art of him or her who molds the mind and heart of youth to greater nobility." Great will be the reward and honor of those teachers who encourage their pupils to communicate to others the beauty of the Catholic Faith and principles by becoming successful authors.

A ROSARY RALLY

*Sister M. Josephine, O.S.F.**

It is January 1, 1952, the feast of the Holy Name of Jesus. Men of all ranks are gathered around their pastor to exchange views on Christian living in their home, in their business, in their community. "What can we do," they ask, "in this year of 1952?" As spontaneous as the question was put, the answer came forth:

Be it resolved that the Holy Name Men give their stanch support for the outstanding project of the year: A First Rosary Rally.

Bravo! Well spoken! This was the humble beginning of a huge undertaking which was to meet with a splendid success.

When: May 4, 1952.

Where: Grand Ball Park, Hermann, Mo.

To any reader not familiar with the place, may it be stated that this town is beautifully nestled in the hills of the Ozarks. Half of its population is Catholic, the other half belongs to four different Protestant sects.

(May I say here that the latter showed both interest and respect for the project; a large number participated in the candlelight procession.)

The Preparation

Four months of hard work, though a labor of love, went into the preparation. There were periodic meetings of various committees to report on the actual progress of the work. The Living Rosary was to be enacted by students in uniform of both the parish grade and high school. Hence, the need for volunteers to sew the uniform, maroon and white; maroon, to signify a deep love of conviction for the cause; white, to symbolize innocence retained or regained. Other willing helpers donated unstintingly time and efforts to clothe poor children in the same uniforms.

Of course, the culminating project of the rally was to be the Fatima Float, decorated to represent a realistic scene at Fatima. A high school senior was selected to represent

the Blessed Mother; three grade school pupils, according to their age, to impersonate Francesco, Jacinta, and Lucia, respectively. As they were dressed like the Fatima children, they gave added luster in their Portuguese costumes. Eight large posters were made by high school students especially talented in art. These posters were to announce in advance the Rosary Rally in six nearby parishes and in two prominent stores of the town. They helped to keep the interest alive and to remind every last individual to reserve Sunday, May 4, 1952, to honor our Blessed Mother.

The Rally

As the time for the glorious event drew closer, one could hear the practice of favorite Marian songs and the sweet strains of solemn, majestic organ music; one could see the preparation of candles to be used by every person participating in the rally; and last, but not least, one could hear the sturdy hammering of the parish men who were erecting an altar in the center of the spacious athletic field. Although the bleachers afforded seating space for the adults, chairs were placed for all those participating in the procession. Our Lady must have heard the prayers of those who gave spiritual support to the project. There was fine weather during the laborious preparations, and, above all, on the day of the rally. Indeed, it seemed that heaven and earth united in praise of our Lady in the evening of May 4. At 7:30 p.m. the procession formed; each parochial organization in its designated place. The Knights of Columbus were the guard of honor for the Fatima Float. Every participant in the procession carried a candle, which provided the only light for this evening's spectacle. It was an unforgettable sight! Young and old, rich and poor, walked side by side, to proclaim their love for Mary in happy songs. The strains of the organ, placed on the field, rang out in majestic swell as the procession neared the ball diamond. A vast Living Rosary was formed, and the loud-speaker was passed from one child to the next, repeating: "Hail, Mary, full of grace!" Every time this intonation was heard, an additional electric bulb was flashed and raised toward the dark sky. Then a short address on the "Vision of Fatima" was given by the pastor. This truly beautiful tribute to our Lady was climaxed with the Benediction of the Most Blessed Sacrament, while cannon shots resounded in hills and valleys. In conclusion, let us ask ourselves, whether we take to heart the words of our Lady: "There will be peace, if my requests are heeded." If we do, then the description of the Rosary Rally in Hermann will have served a purpose.

*St. Francis College, Fort Wayne, Ind.

Tricks of the Trade in the French Class

Sister Georgiana, S.P., Ph.D.*

Lest this title seem too mercenary to academic eyes and ears, let us hastily add another: "Teaching Devices That Produce Results." As a matter of fact, we teachers do indeed have to have our *tricks of the trade* nowadays if we wish to sell our wares—to make our students really want the good things we have to offer them. We know only too well that their interest and attention must be spread thin over a large area because of the many attractions that come over TV, on the magazine page, and in the noise and excitement of our age. Their native intelligence is no less keen than that of preceding generations, but their ability to concentrate is definitely lower. The advice of Molière, *s'instruire en s'amusant*, is very apropos since the idea that *Learning maketh a bloody entrance* is no longer acceptable. This does not mean that we are to water down our requirements, but it does mean that we must be constantly finding some new antidote for some new phase of their inertia.

Begin With a Promise

How shall we make our subject appealing enough to win and to hold the attention of our students? The first thing is surely to form an ideal that is high enough to satisfy their ambitions, and yet attainable so as not to discourage their efforts; and the second thing is to devise ways and means of keeping this ideal before them and of enabling them to make real progress toward it. They are eager to become efficiency experts, but in the true American fashion—quickly and painlessly. It seems to me that on the very first day of class a plan and a promise should be made; and the promise should assure them (that is, all who co-operate) that once *all the rules are mastered* (and their number is not infinite) they will absolutely be able to *write* French to suit the eye of any native Frenchman (even though he would improve on their style) and they will positively be able to *speak* French to be understood by any native Frenchman (even though he would recognize the foreign accent). When this promise is given so absolutely, it can be

followed immediately by the announcement that the work will be persistent and the correction of errors relentless—all for the good cause of attaining that goal!

Awaken Them

I always try to look upon the class procedure as upon a good meal—with appetizer, entrée, *pièce de résistance*, and dessert. The first thing on our menu is the important *hors d'oeuvre*. If it is true that *l'appétit vient en mangeant*, then we must really get them off to a good start. Sometimes our students come to our classroom at the second or third period of the day, and are ready to give a nodding assent to anything we might say while they indulge in a comfortable nap. So just as the *hors d'oeuvre* should vary from meal to meal in order to attract and appeal, the first five minutes of class must likewise have a freshness and an appeal that will have a toning and telling effect upon the whole period.

In our intermediate class we begin with a French prayer recited standing. This prayer will vary with the liturgical season so that it never gets to be mere routine. Then we break into song. The song too will vary—at Christmas time it will be a carol; at odd times it may be a folk song or a round; in spring it will be a popular song. If convenient, a student accompanies the song on a musical instrument—violin, banjo, uke, or accordion, according to the type of the song. This not only creates interest for the moment, but it carries over and makes that song and that student—and incidentally that subject—heard and enjoyed at other times and in other places on the campus. There are always a few who know how to harmonize, but if not, the same effect is gained by the singing of rounds in three or four parts. This is a happy time for all but it never lasts more than five or seven minutes.

Arouse Enthusiasm

Next comes the *entrée*. This is sometimes a point of grammar or of pronunciation chosen from the song just ended; for example, practice on the nasals comes naturally from the "Song of the Three Kings" (*Ce matin j'ai rencontré le train*), or attention may be

called to the pronunciation of the mute *e* where needed in a syllable, as in *Ma Normandie* or *Gentille Batelière*. Again a point of grammar is discussed after finishing such a song as *La Vie en Rose*. Students like that last line, *Je sens en moi mon cœur qui bat*, and so I ask them why the French do not say, I feel my heart beating, or I smell the potatoes burning, or I hear the boy whistling. And from these examples we deduce the rule for verbs of sense perception. Or the *entrée* may consist of a list of proverbs, or it may be a drill on verbs or other parts of speech, or a very short *dictée* taken from the song or from the story or play to be read that day if it happens to be reading day. (In our arrangement we have grammar twice a week and reading once.) If it is a drill it is usually done in unison or in groups. I have 27 in this class and we use the three-row arrangement of nine each. Sometimes before a class a paragraph is written on the board with the narrative parts in the formal past tense and then one row is asked to transpose all the verb forms to the informal past tense and to do it negatively; the second row is asked to do it interrogatively; and the third, negative-interrogatively. Or they may be asked to keep the given tense and transpose to another person and number. We know that they can never be too nimble with their verbs. If it happens to be reading day this drill may be based on the vocabulary of the story they have prepared, or it may be an explanation of some difficult passage or idiomatic construction.

Thirty Minutes of Concentration

As this is merely the *entrée* it lasts only about five or ten minutes. And now we are ready for the *pièce de résistance*. Everyone seems toned up for the heavy work that has been prepared beforehand. On grammar day this usually consists of some thirty sentences from English into French; on reading day, of a short story or a one-act play. To save time, ten pupils are sent to the board to write the sentences, and while they are writing them, those remaining in their places are constituted the judges and are invited to find mistakes. When the writing is finished a few more minutes are allowed for this

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observation of errors by students. This is encouraged by the giving of extra points of credit on the supposition that it is just as meritorious to detect an error as it is to write the correct form in the first place. But this correcting is done very quietly and without speaking. Anyone who sees a mistake simply goes up to the board, checks the word, and writes her version above it. Then we all go through the sentences together and when all the corrections are made, the class reads them in unison with special attention to intonation; and lastly, individuals are called on to repeat various sentences. In fact, no one ever gets the chance to give merely a *nodding assent*.

This part of the period takes a good thirty minutes of concentrated energy, and then the dessert is brought in. I once told my class that I considered the assignment the dessert and one of them said, *Oh Sister, we are dieting and we don't take dessert*. But the assignment can be served up just as attractively as any other part of the class and, indeed, it should be a satisfactory ending to a substantial lesson. It should make them see how much ground has been covered and how worth while it is to continue the journey. Only one part of the new lesson, and that the most puzzling, is explained, so that they will have at least a passing acquaintance with it before they do their own studying. When this is over, the day's sentences which they have themselves corrected according to the class discussion are collected, and usually the dismissal bell rings just as we are doing this.

Play While We Work

There is almost an infinite number of ways and means of varying this program. I shall give only a few more examples of what I mean by the *hors d'oeuvre* and the *entrée*. Dictation becomes a game when one student is sent to the board and the others observe, each one on the alert to replace the one writing as soon as she makes the slightest mistake—even to the omission of an accent mark. The first one who sees the mistake rises and courteously takes the chalk. Being very anxious to keep their places or to gain them back, the interest never lags and it is really amusing to watch the eagerness of eyes and ears to catch the least mistake. Another fast-moving exercise is the writing of verbs in synoptic form. Eight columns are quickly marked off on the board and fourteen spaces made downward. Then eight students take their places there and a verb is announced. The student at the first column writes the verb in the first person singular in all the tenses of the indicative and subjunctive; the one at the second column does the same verb in the second person singular,

and so on. Both genders are given in the third persons to allow for differences in intransitive or reflexive verbs. When these eight students finish and take their places, the class reads *across* the top line and finds that it has done the whole present tense; the second line *across* gives the entire imperfect. This continues until they have conjugated one verb throughout the indicative and subjunctive—quickly and almost painlessly!

This practice of writing verbs in synoptic form gains time and makes for greater precision in differentiating tenses. A variation of the same theme is made when only the names of the tenses are written on the board and all the rest must be kept in their heads. A verb is called out in a specified person and number. The first row does the synopsis affirmatively; the second, negatively; and the third, interrogatively. Best results are obtained when the rows alternate immediately, seeming to contradict or question one another. *Vous écrivez. Vous n'écrivez pas. Écrivez-vous?* Sometimes it gets a little singsongy, but they are quick to detect a discordant note, and there is something—maybe it is just the increase in volume—that makes this form of drill “stick” in their memories better than if an individual, especially a low-voiced individual, were to recite it alone.

Friendly Rivalry

As for the *pièce de résistance*, it too can be varied occasionally. If numbers are being studied, a game of Bingo can be made the main part of this “meal,” and prizes given the winners. One student calls out the numbers, another echoes her, and each winner must read back all her numbers to be verified before receiving her prize. Or it can take the form of an arithmetic lesson with problems in addition, subtraction, multiplication, and division; with a dictation afterward. Again it could be a bargain sale with the prices constantly reduced to win over the purchasers, or contrariwise, an auction sale with the prices constantly raised to find the highest bidder. Any kind of pleasant and natural setting for these ordinary vocabularies is desirable and profitable. Sometimes the season provides an interesting innovation, such as a timely letter to Santa Claus asking for gifts or reporting on the conduct of one's classmates. It is always an exciting occasion—even for sophisticated college girls—when these letters are read aloud in class. A teacher who has an opaque projector might put a few of these letters on the screen and point out the grammatical errors. The *honorable mention* thus flashed on the screen would deepen the interest. A similar exercise for the building of vocabulary is made by borrowing and adding to descriptive phrases

found in the story for the day. Everyone loves a character description and the keenest interest is obtained when the class must guess the name of the person described from the accuracy of the description, and incidentally, from the comprehension of the oral French! I have found that dictionaries will be pulled from their shelves for an assignment of this kind. If the students know one another well as they do in a boarding school, the local color employed adds a sauce and a spice to the heavy part of the fare.

Madame la Présidente

There is one more device that I should like to mention because it seems to bear out the title of this discussion, that is, it really is a trick of the trade. It concerns the reading day when a story is under study. I have discovered that if I appoint some member of the class as chairman, calling her *Madame la Présidente*, and giving her all the questions that I had ready to ask the class; and if I tell her to be *très difficile* and that she must answer the questions herself if the students cannot do so to her satisfaction, I have found gratifying results. I cannot say exactly why it is, but it seems that a student is more embarrassed to miss or to do poorly before a fellow student than she is before the teacher. I suppose she takes it for granted that the teacher should know more than the student and should not object to an incomplete or stumbling answer; but when the teacher is only a fellow student, and when it may be her turn the next time, she wishes to acquit herself well. At any rate, I have been surprised at the improvement in readiness and completeness after doing this “trick” consecutively a number of times. Then, too, the teacher is left free to note down mistakes in pronunciation or construction with the name of the student who made them, and she can call her afterward and go over them privately with her. The student is amazed that the teacher makes so much of little things—and she begins to make a little more of them herself.

Some of the selections of the reading day are in dramatic form, and when this happens, we do not use the chairman system, but we always act out the play with all the gestures that will show that the one acting really understands what she is reading. Students love to act and within the four walls of the classroom there is little stage fright. If the play is short, we go through it twice but with a change of characters. If time still remains, we call for volunteers to re-enact the situations in their own words. Often this version is a far cry from the original, but it makes for flexibility and goes far to overcome their innate fear of *saying it in French*.

Pleasant Memories

When the meal is over and the dessert has been consumed, even by the dieters, we have our wine in the good French manner, but this is provided by the students themselves. It consists in the warm feeling of comradeship and the friendly atmosphere created by their co-operative efforts. And even the chef gets her share of the pleasure in the meal she has served when she notes the look of genuine regret on her pupils' faces when the dismissal bell rings, and when at times one or two will linger behind and whisper, *C'est une bonne classe* or *Je m'amuse beaucoup dans cette classe*.

In closing I should like to quote from a quote, the original statement being that of the British historian Toynbee. *Apathy, he said, can only be overcome by enthusiasm, and enthusiasm can only be aroused by two things; an ideal which takes the imagination by storm, and second, a definite, intelligible plan for carrying that ideal into practice.*

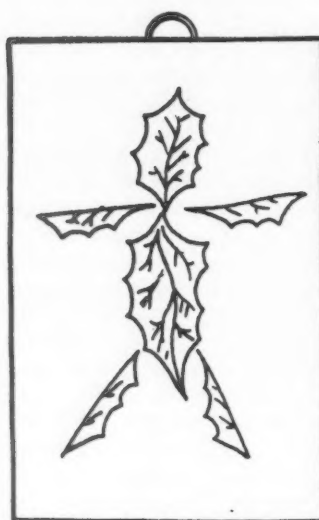
Mathematical Thinking for Intelligent Citizenship

Sharon Flynn

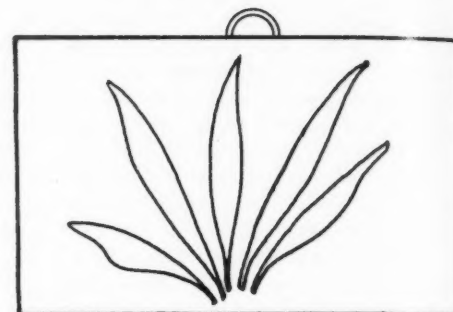
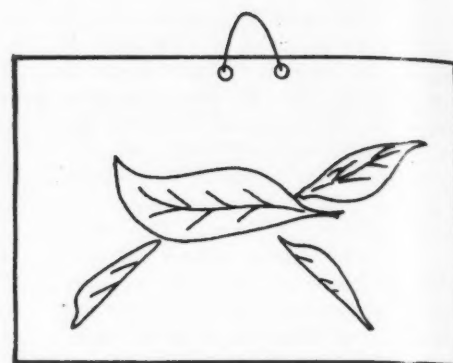
Editor's Note: Sharon Flynn, a student of Most Holy Rosary High School, Syracuse, N. Y., with this essay, won the first prize in a contest sponsored by the department of mathematics of the College of St. Rose, Albany, N. Y. The judges were the state supervisor of mathematics and two public high school teachers of mathematics.

Mathematics is regarded by many people as a subject dealing solely in numbers. These people fail to recognize the true value underlying the study of the fundamentals of mathematics which is the development of the intellectual faculties. As gradually we acquire this training, mathematical thinking will aid us greatly in becoming intelligent citizens. As we grow mature, problems of daily living which were once obscure become more apparent to us. Problems today with which we must come to grips intelligently are those related to morals, communism, and politics.

In these important fields too many people are disregarding their own views (if they have any) and are following the leadership of others. This leadership, far too often, is in the wrong direction. The person trained



AUTUMN-LEAF
PICTURES



AUTUMN LEAF PICTURES

Sister Teresa Margaret, Carmel D.C.J.*

Have you ever picked up autumn leaves that were so prettily painted by Jack Frost that you wanted to keep them?

Here is a trick for making them even more interesting for the time they retain their lovely colors. Arrange your leaves to form figures and fasten them to heavy colored paper so that you can hang them up.

Bits of Scotch tape will hold light leaves in place; mucilage, glue, or paste will do for others. Spread only on the more flat parts of the leaves.

Yellow and green papers in various shades will be appropriate for some of your leaves; a deep red, or brown will show off those in which much yellow or green appear. And you will have some new and interesting autumn pictures to be admired.

*Carmelite Center, San Antonio 2, Tex.

in habits of precise, analytic thinking is much less likely to follow such false leadership.

Thus one of the greatest advantages of mathematical thinking is its aid in enlightening us when we are "fed" propaganda which, usually, the more treacherous it is, the more attractive and the more harmless it seems. Practice in mathematics teaches us to proceed from the known to the unknown, and to investigate the source of those topics that are currently prevalent. We are, therefore, not easily misled by the sophism of those who work to undermine our way of life which should be God's way of life.

Here in America, the greatest nation in the world, mathematical thinking will help us to elect the right people to office by enabling us to gain a clear insight regarding the integrity of the various candidates and

of the principles and philosophy which they represent.

WHAT IS EDUCATION?

Pope Pius XI, in his encyclical on the Christian Education of Youth said that the ultimate end of education is to secure the supreme good, that is God, for the souls of those who are being educated. This purpose of Catholic education is not a gilded ideal that is dusted off from time to time for dreamy contemplation. It is the controlling factor in the curriculum, the school activities, and pupil-teacher relations. It is a spur to learning because our proper relationship with God requires the fullest possible development of the talents and endowments He has given us. — Rt. Rev. Msgr. Edward J. Waterson, Secy. of Education, Archdiocese of New York

Catechism in Stories

Rev. Lawrence G. Lovasik,
S.V.D.*

A Word by the Editor

Father Lovasik, a missionary of the Society of the Divine Word, has prepared these stories to illustrate the lessons in the Baltimore Catechism. Installments have appeared monthly in the *Catholic School Journal* since October, 1952, with the exception of May, 1953.

The number of the question illustrated precedes each story; the first number in each case refers to Baltimore Catechism No. 1 and the number in parentheses refers to the same question in Baltimore Catechism No. 2.

The stories for each Catechism lesson are preceded by Father Lovasik's brief introduction entitled "Instruction." Each story is followed by the author's "Application" of the story to the lesson.

Father Lovasik's manuscript has the Imprimatur of Most Rev. John Mark Gannon, Bishop of Erie, Pa.

QUESTION 56 (112)

IMAGE OF GOD

St. Catherine of Siena once saw in a vision a soul in a state of grace. It was so beautiful in its shining brightness that she could not even look at it for very long. She cried out, "If I did not know there is only one God, I should think this was another God!"

When she told her confessor about the vision, he asked her to describe it. She could only say this: "There is nothing in this world that can give you the smallest idea of what I have seen. If you could only see a soul in the state of grace, you would sacrifice your life a hundred times for its salvation."

After her vision, St. Catherine asked the angel who was with her what made that soul so beautiful. He answered, "It is the image and likeness of God dwelling in the soul by grace that makes the soul so beautiful."

Application

Sanctifying grace makes your soul holy and pleasing to God because God gives you His own divine life, and those virtues which make you more pleasing to Him. They are the virtues that you see in Jesus in His life on earth. By grace God gives you some of His own beauty and goodness. That is the reason why you should always remain in the state of grace and rather die than lose it by mortal sin.

BIGHEARTED BILL

A very rich man once lived on a large ranch covering hundreds of acres of land in the state of Texas. He had a beautiful home surrounded by a large park. He owned thousands of head of cattle and very many cowboys worked for him. They all called him "bighearted Bill" because he was so generous. Any stranger could come to his home for a meal and lodging and never have to pay a cent.

One day Bill took his wife and their little son of five out for

a drive in his big shining convertible. On the wet road his car skidded into a tree. His wife and son were killed.

Everybody pitied Bill. He missed his wife and son very much. One day he stopped at an orphanage, and a little boy waved at him and said, "Hi, there!" The little lad looked just like his little son. Bill went over to him and asked, "Where is your home, sonny?"

"I live here," answered the boy.

"But where did you live before you came here?" Bill asked.

"I don't know."

"Where is your mother and father?"

"I don't have any."

"What is your name?"

"Jimmy."

Bill took the boy inside and asked the Sister Superior whether he could adopt him. The arrangements were made, and Bill took Jimmy home and treated him as his own son.

Jimmy grew up to be a fine young man. His stepfather let him run his whole ranch. After bighearted Bill died, his last will stated that Jimmy was to own everything his father had owned. Today he is one of the richest ranch owners in Texas.

Application

When you were born into this world you were like an orphan in original sin. Through Baptism you received sanctifying grace and became a child of God. God has been kind to you ever since. After death you will inherit the kingdom of heaven just as Jimmy inherited his father's property. With Jesus, Your elder Brother, you will live happily in your heavenly Father's kingdom for all eternity. Truly, God is bighearted, too, because he adopted you as His child and gives you so much.

ST. LUCY

St. Lucy was reported to be a Christian and was led to the governor of her city for trial. She could not be made to give up her faith. The governor, admiring her bravery under torments, scornfully said to her, "Is this the Holy Spirit in you?"

She calmly replied, "They whose hearts are pure are the temples of the Holy Spirit."

The governor spoke angrily, "But I will cause you to fall into sin, and the Holy Spirit will leave you."

She answered, "And I, remaining faithful to God, will not consent to sin, so that the Holy Spirit may double my reward."

Then the tyrant had her dragged to a place of sin. But as no power on earth could move the pure virgin to commit sin, she was brought back again to her wicked tormentor, to whom she said, "You see now that I am the temple of the Holy Spirit, and that He protects me. Nothing evil can happen to me unless He permits it."

The governor ordered a fire to be kindled around the saint. It burned fiercely after oil had been poured on it, but Lucy remained unharmed. Finally, a sword was buried in her heart. She did not die at once. A priest came to her with Holy Communion. Then she went to Jesus, her divine Lover.

*Sacred Heart Seminary, Girard, Pa.

Application

As long as you are in the state of sanctifying grace, the Holy Spirit lives in your soul as in a temple. There He gives you all the graces you need to avoid sin and to practice virtue, as He strengthened St. Lucy against temptation. Remember the Holy Spirit in your soul and pray to Him for help when you are tempted by the evil spirit. Never put Him out of your soul by committing mortal sin.

THE TREASURE

A rich man heard that robbers were coming into the village. He quickly threw his gold and jewels into an iron box and buried it. The robbers came and killed him and burned his house.

A hundred years passed, and the rich man and his house were forgotten. A poor laborer named Philip was working for a farmer. While digging a hole to plant a new tree, he discovered the treasure. He covered it up and dug the hole for the tree elsewhere. After his work he went home, put on his best clothes, and went to the farmer and asked him to sell the field. He offered five hundred dollars and all his savings. But the farmer wanted a thousand dollars.

Philip sold his little cottage, but still he did not have enough money. He even sold his good clothes and furniture until he had the thousand dollars. In his working clothes he hurried off to buy the field. The next day he was a rich man.

Application

Philip was determined to get the treasure. That treasure for you is heaven. There is only one way by which you can buy that treasure, and that is with God's grace. Jesus bought this grace for you by His sufferings and death. He gives it to you through the sacraments. You must go to the sacraments often to get more grace, just as Philip made sacrifices to get the money he needed to buy the field and get his treasure. You must be ready to lose everything else rather than lose it by mortal sin. Sanctifying grace gives you a right to heaven.

QUESTION 57 (113)

THE MAGIC VIOLIN

The room was full, and the auctioneer was selling different articles. After a time he picked up an old violin, and holding it up, he said, "Any bids for this violin?"

A smile went around; it was such a shabby-looking thing. Then one man said, "I'll give you a dollar for it." Everybody laughed.

The auctioneer paused, and then said, "Perhaps someone would like to play it?"

An old man stepped on to the platform, raised the violin to his chin, tried the bow across a few times, and then began to play. The music was so beautiful that some of the people were moved to tears. As the sweet strains died away, there was a burst of applause from all in the room. This old musician had turned the ancient instrument into a magic violin by his skillful touch.

The auctioneer picked up the violin again, and asked, "Any bids?"

"Fifty dollars," someone shouted.

"A hundred dollars," shouted another.

The violin was finally sold for five hundred dollars.

Application

What made the violin so precious? It was the same violin as before, but now the people heard it under the touch of a master's hand. You feel very useless and helpless, but under the touch of God's hand,

that is, with the help of actual grace which the Holy Ghost gives you, you can do great things. You can do what is good and avoid what is evil. The Holy Spirit is called the "Finger of God's right hand."

THE REPENTANT SOLDIER

Johnny was brought back from Korea after being seriously wounded. He had been a very good boy before he went to the army. Now he was different. He turned against God and religion. When his mother begged him to call a priest since he was so near death, he told her he did not need a priest. A priest came anyway, but Johnny ignored him. The priest left the mother in tears, but assured her that prayer would obtain for her boy the grace to see how wrong he was in turning from God.

It was a December evening, and the sky was filled with stars. As he left Johnny's house, the priest could not help being reminded of the jewels in Mary's crown as he looked at the stars. The beautiful blue heavens reminded him of her mantle. He knelt down in the snow, and with his head raised to the heavens, he said that beautiful prayer of St. Bernard, "The Memorare": "Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored thy help, and sought thy intercession, was left unaided. . . ." He prayed for Johnny and begged the Blessed Mother not to forsake him in his hour of blindness.

As he prayed, a boy ran to him and said, "Father, hurry! A lady wants you to come back to her home."

"Which home, sonny?"

"The home where Johnny is sick," answered the boy.

The priest hurried and found the mother waiting for him. There were tears of joy in her eyes.

"Father, Johnny asked for you," she said. "Shortly after you left, he seemed to see a beautiful lady handing him a light, which looked like a candle. Then she disappeared. Johnny called me and told me to bring you back. Please help him, Father."

The priest saw Johnny a changed person. Before he had been rough and scornful; now he was in tears and repentant, as he said, "Father, do you still want to hear my confession after the way I acted?"

"Of course, Johnny. I am here to help you."

After the confession Johnny said, "Father the Blessed Mother is wonderful. I am a wicked man, but there is one thing I always did. I always prayed three Hail Marys to the Blessed Mother for the grace of a happy death. She did not let me down. I am sure it was she I saw after you left. She gave me a great grace—the grace to see how wrong I was in turning from God. Thank her for me, Father."

An hour later, Johnny was dead. The Blessed Mother saved his soul.

Application

Through the intercession of the Blessed Mother, Johnny received actual grace, which enlightened his mind to see his mistake. He was blind to the goodness and mercy of God. Actual grace showed him the way to salvation. The prayers of his mother, those of the priest, and his own prayers obtained from God this special gift of divine light which cured his spiritual blindness. Actual grace is received through prayer and the sacraments. Make frequent use of these means of grace which will help you to save your soul.



October 12 Is Columbus Day

A Columbus Day Exercise

*Sister St. Simon, O.S.U.**

Were you too busy last year to prepare a Columbus Day program? Here is one way out of that difficulty. A group of our fourth graders got that feeling of importance and accomplishment which appearing in a program gives to children by making a tour of the school with the brief exercise given below. The story of the great discovery was made more vivid to their minds by charting it on the world map with which they were becoming familiar and so linking it with the geography they were studying.

The exercise could be used in more advanced grades by amplifying the statements. As it stands, however, it was comprehensible even to the children in the primary grades. Then, too, it took so short a time that even the busiest teachers welcomed it.

If there was a world map in the classroom, the children used that. For the primary grades they carried along a map that could stand on the blackboard ledge. The first child stood to the left of the map. The others lined up at the right. After the opening paragraph, each child pointed out his place on the map, stood with the pointer on the map, and gave his statement. He then passed the pointer to the next child and moved to the line at the left of the map. The fourth child held a small globe which he twirled to illustrate his point.

[The statements were given in the following order.]

1. Tomorrow we shall celebrate the discovery of America, Columbus Day. Columbus was a great Catholic and a great explorer, so we should know something about him. We shall tell you a few facts about this great man.

2. This is Italy where Columbus was born in the city of Genoa.

3. This is India, to which he wished to sail. It is east of Italy.

4. This is the world, which Columbus believed was round. That is why he knew that he could reach India by sailing west.

5. This is Spain, where Queen Isabella gave Columbus ships to sail to India.

6. This is Portugal, from which Columbus sailed on August 3, 1492.

7. This is the Atlantic Ocean across which he sailed.

8. This is America, which Columbus discovered on October 12, 1492.

[Runs pointer around North and South America.]

9. These are the West Indies. Columbus first landed on one of these islands.

10. This is — School, where we celebrate the discovery of America with a free day.¹

¹Omit reference to free day if necessary!

A Columbus Radio Program

*Sister M. Eustella, I.H.M.**

Many schools have very good P.A. systems which can be used for educational purposes with appropriate programs.

ANNOUNCER (MICHAEL):

This is your school, Station H.R.H.S. Good morning, boys and girls. Today, as you know, we are celebrating Columbus Day. Columbus means a great deal to American boys and girls. He was a man of courage, and his ideals spelled victory. He is an inspiration in these troubled times. Let us listen in to Spain and hear how Columbus "blazed the trail" to our great land. Come in, Spain. Are you ready?

ANNOUNCER (DENNY):

Good morning, boys and girls of America. This is Station La Rabida. As you know from your history the monastery of La Rabida played a very important part in the discovery of America. It is situated on a high hill a few miles from the port of Palos. It has been associated with sailors and the sea for centuries.

At this very monastery Columbus made the acquaintance of the prior, Father Perez. It was the theory of Columbus that if the world were round, then he must, by sailing into the West, arrive at the lands of India, Cathay, Cipango, which Marco Polo had described when he returned from the East. Terry, will you continue my story?

TERRY:

Yes, Denny. I would be very happy to do

Let's all give a clap for Columbus!

[The exercise was closed by singing the following verse to the music of the French folk tune, "Au Clair de la Lune."]²

COLUMBUS DAY SONG

It was in October
1492
That the great Columbus
Crossed the ocean blue.
He told all the people
That the world was round.
You and I are living
In the land he found!

²Music, under title "At Pierrot's Door," p. 52, *The New American Song Book*, Hall & McCreary, Chicago, 1933.

so. Columbus, as you know, unfolded all his plans to the good prior. Father Perez was held in high esteem at the court of Ferdinand and Isabella, and as Columbus wanted a country to further his cause, he felt that this might be his opportunity.

Father Perez felt convinced of Columbus' sincerity and assured him that he would attempt to have Spain sponsor his project and make it possible for him to sail to the dangerous West.

Jef, will you tell about the success of Father Perez at the court?

JEF:

Yes, Terry. That is a most interesting story. Father Perez was successful in securing an audience for Columbus with their majesties Ferdinand and Isabella.

Let us enter the throne room with Columbus. The king and queen are seated on a dais. Court officials and notaries are at a table nearby. Tapestries and gorgeous furniture attract our attention and add color to the assembled throng. All is grave, dignified, and silent.

A notary rises and reads: "Senor Christopher Columbus of Genoa is making application to your majesties for ships to seek out certain lands which he claims to stand yet undiscovered beyond the seas."

Columbus began to talk. "I am willing to venture my life. I have shown you my maps. I know that I can cross the ocean to the very shores of the Indies. If your majesties

*St. Thomas Aquinas Convent, Toledo 5, Ohio.

*Holy Redeemer High School, Detroit 9, Mich.

will give me three ships and accept the hazard, then it must be, if God wills it, that according to all known laws of science we shall find those shores and Spain will be wealthy as she is victorious."

The king interrupted, "Spain is victorious, but she is poor."

It was here that Queen Isabella uttered the memorable words with which all boys and girls are familiar. "I promise all you have asked even if I have to pawn my jewels to raise money for your ships."

Columbus then said, "In a few years the Atlantic will be an open road. Perhaps some other man, not I, will sail the ship that opens it. If I am the first, I shall strike the Spanish flag into the soil of the Indies."

TOMMY:

This is Station P-A-L-O-S. This seaport Palos was in great excitement as the news was noised abroad that Admiral Columbus was to sail under the royal banner of Spain. Martin Alonzo Pinzon was the wealthiest ship-owner in the port, and he offered his small ship, the *Santa Maria*. It was very small for such a voyage. Rigged with square sails after the latest type, she measured 80 ft. This ship was painted in fine bright colors and was flying the Admiral's flag. Two more ships were pressed into service, the *Niña* and the *Pinta*. When the company was complete it numbered 120 men.

Columbus was on the *Santa Maria*, Captain Pinzon on the *Pinta*, and his brother Vincent on the *Niña*. All three ships flew the flag of Ferdinand and Queen Isabella with its green cross the letters F and I. The *Santa Maria's* flag was black, with a picture of Christ on the cross. There was the royal banner, too, with the arms of Castille and Aragon.

Holy Mass was said by Father Perez, and as the church has ever charged her clergy with the sweet burden of spreading the Gospel of Christ and of bringing the peace of Christ to unawakened souls, Father turned to the crew and addressed them.

"You are carrying Christ to faraway countries. It is a noble task. There is glory for those who perform it. Be steadfast! Be faithful! Be true! Be brave!" All knelt for the blessing.

Anchors aweigh! — and the ships sailed at dawn on Friday, August 3, 1492.

JAY:

Columbus and his crew are now on the dark, deep ocean, on one of the most daring of all ventures that was ever launched. The days passed and strange things happened. It was observed that the compass was behaving strangely. The needle was no longer pointing to the north. The crew grew mutinous and began to make excuses to Columbus to turn back. The calmness of the sea alarmed them.

Some thought that if they went farther it would be where they could not turn back; others that they would be beyond the reach of prayer. To all this the stouthearted Columbus said, "Sail on! sail on!"

"Worse every day," said one of the sailors. But soon seaweed appeared in the water and Columbus knew that land was near. India? Cathay? Cipango?

Dawn came at last. Land was sighted. It was Friday, October 12, 1492. The ship's

company were all awake. Everyone saw it. The Indies? Columbus sprang into the surf and strode up the wide sweep of sand. He fell to his knees, kissed the earth, and gave thanks to God. He struck the royal standard of Spain into the ground and America was discovered.

"In the picture we cannot forget Columbus, so possessed of an ideal and so certain of his course that victory was inevitable."

HYMN: *Salve Regina*

HISTORY CAN BE FUN

*Sister M. Olivia, O.S.F.**

History is fun! At least that is the opinion of my fourth graders. When we began our first unit, which deals with the life and discoveries of Christopher Columbus, I asked my pupils if they would like to make box dioramas. They looked at me rather quizzically and asked, "What are box dioramas?" As I explained, their faces brightened. It did not

take them long to decide that they *did* want to make dioramas.

We divided the unit into four sections: (I) the boyhood of Columbus, (II) Columbus' search for assistance, (III) the journey across the ocean. (IV) the landing in the New World. Then, the class was divided into four groups. Each group would be responsible for one diorama. For each section we chose

*The Convent School, Syracuse 8, N. Y.



The Box Dioramas illustrating the Story of Columbus. They were constructed by Sister Olivia's class.

a captain whose task it was to see that each member of her group had a specific assignment. Next, we decided how each scene was to be represented.

After the initial plans had been made, the children set about collecting the necessary materials. For the boxes they used medium-sized book cartons which they covered with wallpaper. The inside of each box was lined with construction paper to form a background for the scene. The trees and ships were also made of construction paper. For the figures, the children decided to use pipe cleaners which they padded with cotton and then covered with strips of white crepe paper. The features were drawn with crayons. Then came the problem of dressing the figures. At first, the children wanted to use cloth, but they soon decided that crepe paper would be more suitable. Queen Isabella looked quite regal in a long gown of white crepe paper. Her royal throne was made of small matchboxes, glued together and then covered with construction paper.

As the work progressed, the children realized more and more the importance of teamwork and co-operation. Since the third grade is in the same room, the fourth graders had to learn to work independently. If the

members of one group ran into difficulties which they could not solve, they went to another group for help. There was only one child who was not doing her share. For a short time the others tolerated her attitude of indifference. Finally, the captain went over to the child's desk and said, "Will you please come over and help us?" From then on she worked quite diligently.

When the project was completed and put on display the children felt that it was well worth the time and effort which had been put into it. Besides having a great deal of fun, the children had learned very many interesting details which were not to be found in their own history books. When they were tested on the unit, all received excellent marks.

It might be expected that their enthusiasm would wane when the unit was finished, but it didn't. As long as the dioramas were on display, they were the favorite attraction before school and during recess. The third graders, who had watched the project with rather envious eyes, examined every figure very carefully. Finally, one of them asked, "Sister, when are we going to make dioramas?" You see, they too have learned that history can be fun.

that can appeal to the child. She must draw upon her own knowledge of his life, and any encyclopedia will furnish the bare bones of the skeleton which an interested teacher can clothe with living flesh. After all, the three ships were but one incident in a long and colorful life, and the art lesson is never required to be a documentary one. Why not dwell upon Christoforo's boyhood? With a few facts in hand and a fertile imagination busied with these facts, the teacher can evoke a sympathetic understanding of what Christoforo's boyhood must have been like. Let the children draw him at school, in his father's shop, at play, on the wharf talking to the sailors newly come back from distant Cathay and other exotic places. What colorful pictures they could make with the proper stimulation!

What about Columbus' own early navigations? Use the legendary material that he made a trip to Iceland—Columbus on a Viking ship off the shores of bleak Iceland would stimulate the imagination of many a child if the teacher made the scene come alive for him. And Columbus *was* married, you know, and he *did* have a home and a child. Why not picture him at home with his wife and child in Lisbon? What about the years when he was traveling back and forth so fruitlessly trying to interest the great and the near-great in his plan to sail west? If there has been enough sympathetic presentation of the weary and discouraged man, trudging the roads of Europe from one court to another, accompanied by a bewildered and tired little boy, most children will respond with pictures that can release their own emotional understanding of Columbus, the tired man with a dream. Such a lesson will bring the historical figure closer to them, too, since discouragement is an emotion that even children have experienced.

Colorful Pictures

Other scenes that offer dramatic possibilities might be that of the kindly monks at La Rabida or that of Queen Isabella's magnificent gesture of help to Columbus. Even if she did not actually risk much personally, the children can make a colorful picture of the incident. There are pictorial possibilities in the last Mass in the Cathedral of Palos which the barefooted sailors attended just before embarking upon their momentous voyage. Why not picture the mutinous sailors instead of the three ships? Why not a panorama of the islands of the Caribbean which Columbus thought were the islands of the Indies? Why not a picture of the lush jungle that hemmed in the Orinoco upon which Columbus sailed? What of the disgraced and repudiated leader returning to Spain in chains and confined to his cabin?

"Sail On! Sail On!" An Art Lesson for Columbus Day

*Sister M. Consilia, P.H.J.C. **

The role of the art teacher in the elementary school is not that of a skilled master craftsman or artist instructing a group of unskilled beginners or apprentices in methods of drawing, painting, or designing finished works of art. On the contrary, the elementary art teacher need not herself have any special talent or technical skill. The art lesson in her classroom should be simply an opportunity for enjoying experiences which can result in cultural, religious, and emotional enrichment for the child. Keeping this in mind, it is evident that the teacher in the elementary art class is there not to demonstrate methods but to stimulate the children and to arouse their interest and enthusiasm. She is there to supply the inspiration and the encouragement which these children need in order to release their emotions and to express their own ideas in drawing and painting or designing on *their* own level and in *their* own way.

Let us take a typical classroom situation that arises every year when "October's bright blue weather" ushers in Columbus tide. For at least two weeks there is a flurry of nautical activity in approximately eight classrooms out of ten, and the result is that on October 12 the walls of four fifths of the classrooms of the nation are awash with ships, all three of them, the *Santa Maria*, the *Pinta*, and the *Niña*. It is a sobering thought to reflect how many times the average child will draw these ships, but with slight variations on the theme, on his own journey through school from the first to the eighth grade.

Material and Inspiration

Such monotonous repetition could be avoided if the teacher correctly interpreted her role in the presentation of the art lesson. She must supply the inspiration, the encouragement, and the enthusiasm for depicting whatever there is in the life of Columbus

*Convent Ancilla Domini, Donaldson, Ind.

With adequate and enthusiastic presentation, a teacher can arouse the interest of the children who will eagerly respond with their own colorful interpretations of the subject instead of with the traditional and stereotyped representations of the *Santa Maria*, the *Pinta*, and the *Niña*.

What shall the teacher expect to find in

the drawings when they have been finished? She should, first of all, study each picture as the work of an individual child with his own personality and his own method of expressing it. Then she might consider whether the child has told his story emotionally or pictorially. Has he used color richly? Is there a center of interest in the picture? Is

there a satisfying feeling of balance and proportion in the use of color, in the distribution of space, and in the use of line? Is there a varied repetition of shapes, colors, and lines? Most important of all—did the child have fun? All the other questions may be omitted if necessary, but not this last. And did *you* have fun, too?

Benny of the Safety Patrol

*Sister Sheila Mary, S.N.J.M.**

[Theme song, optional].

ANNOUNCER: Good afternoon ladies and gentlemen and boys and girls of our safety patrol audience. This afternoon I bring you "The Big Ben Try It Again Safety Program." The aim of this program is to promote safety for pedestrians and motorists alike. The way to carry out this aim is to make all members of our radio audience familiar with the necessary safety rules. In this way we shall safeguard the health and life of each boy and girl in our school, lessen accidents, and be a real help to the safety patrol of our city. And now I give you Big Ben, himself.

BIG BEN: Good afternoon, everybody. This is Big Ben Try It Again. This afternoon we shall bring you three contestants who will present their knowledge of Safety First to our radio fans. If the contestant is able to answer his question correctly he will receive three strips of "light-a-bike" material. If he is unable to do so he will receive encouragement from Big Ben to try again. Now our first contestant! Your name please?

SALLY JAYWALKER: I'm Sally Jaywalker.

BIG BEN: What are you doing here at our Safety Patrol Quiz Program?

SALLY JAYWALKER: I've listened to your broadcast on the air for several weeks and I just wanted to show you one person who doesn't follow all of your safety precautions but is just as safe and sound as any member of your Safety Precaution Club. For years now I have jaywalked, cut corners, and nothing

has ever happened to me. Besides it saves a great deal of time not to cross at the regular intersections.

BIG BEN: Well, Sally, I'm glad you've been interested enough in our program to present yourself as a contestant. How old are you, Sally?

SALLY JAYWALKER: Thirteen.

BIG BEN: Do you have any little brothers or sisters, Sally?

SALLY JAYWALKER: Yes, I have a little brother three years old and a little sister in the fourth grade.

BIG BEN: Fine. Do you ever earn any money by babysitting?

SALLY JAYWALKER: Yes, I do. I often take care of some of the neighbor's children.

BIG BEN: Now seriously, Sally, what do you suppose would happen to your business as a baby sitter if the mothers and fathers of those children knew you were a jaywalker?

SALLY: I don't think that they would like it, sir. They might not even give me any more business, and then I'd have to forfeit all my cokes and teen-age fun.

BIG BEN: That's right, Sally, you see we have to think of the example that we give to others when we break safety rules. You might save a little time by jaywalking but it's better to be late than to be absent. Do you know what that means, Sally?

SALLY: Yes, sir. If I walk to the corner to cross at the regular intersection I might be late but if I jaywalk I might get caught between cars and never get there.

BIG BEN: All right, Sally, you're a smart girl and now are you ready for your question.

SALLY: Yes, I am.

BIG BEN: Why do we owe obedience to patrol boys when they are acting in their official capacity as patrol boys even when in many ways we might know more than they do or be older than they are?

SALLY: Well, sir, when a patrol boy is acting in his official capacity as a patrol boy he is acting as a Junior Police and is recognized as such by the Police Department. Because he is vested with authority we should obey him at all times while he is on duty.

BIG BEN: Absolutely right, Sally! Give that young lady three strips of "light-a-bike" material. When it comes to jaywalking, this is Big Ben, but please don't try it again.

SALLY: I won't, Big Ben. You've taught me a valuable lesson.

BIG BEN: Contestant Number Two! Your name please?

DANNY: I'm Danny Double Rider.

BIG BEN: You're not one of those boys who rides double on bikes are you, young fellow?

DANNY: Yes sir, I've done it lots of times and nothing has ever happened to me yet. I ride on the handle bars or behind the seat and it's really fun.

BIG BEN: Just because nothing has ever happened yet, do you think that that is an insurance policy for the future?

DANNY: No sir.

BIG BEN: Did you ever hear of double riders being killed?

DANNY: Yes sir.

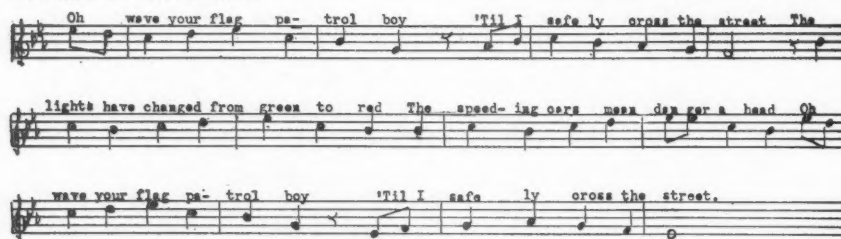
BIG BEN: Are you ready to ride through the clouds of heaven yet?

DANNY: No sir, I'd rather live a while longer.

BIG BEN: Then don't you think it would be a more prudent thing to play safety first?

DANNY: Yes sir, I guess you're right. There will be no more double riding for me.

*St. Francis Convent, Portland, Ore.



A Theme Song for the Safety Broadcast.



Pupils of St. Francis School presenting "Benny of the Safety Patrol" over Station KOIN at Portland, Oregon

BIG BEN: Fine, Danny. You are an apt student, too. Now are you ready for your question?

DANNY: Yes, I am, sir.

BIG BEN: What should a patrol boy do if a motorist rides through a flag or red light at an intersection where a patrol boy is on duty?

DANNY: That's an easy question, sir. An alert patrol boy, who is doing his duty, will take down the license of such an offending motorist and fill out a report to send immediately into the Safety Patrol naming the time and place of the offense.

BIG BEN: You're absolutely correct, Danny. Give that young man three strips of "light-a-bike" material. I hope that you'll be a single rider from now on.

DANNY: Yes, Big Ben, the double riding I won't try again.

BIG BEN: Now for our third and last contestant. Your name, please?

LUCY: My name is Lucy Lights Don't Matter.

BIG BEN: Are you one of these girls who walks through yellow and red lights just to get to the other side more quickly?

LUCY: Yes sir, somehow I always manage to beat the cars and I'm none the worse for wear.

BIG BEN: But Lucy, there will come a time when you won't win! What then?

LUCY: I never thought of that, sir.

BIG BEN: What are a few seconds compared with a lifetime? Did you ever stop to think what those chances might mean to your mother and dad? A dash through a light now might mean an absence of light from their lives.

LUCY: I never stopped to think, sir.

BIG BEN: That's the trouble with our young people. They just don't stop to think. From now on, Lucy, I'm counting on you to set an example.

LUCY: Yes sir, I'll never run through a light again, sir.

BIG BEN: Fine, good girl. Are you ready for your question?

LUCY: Yes sir.

BIG BEN: Why is it dangerous for a bike rider to hitch a ride from a moving vehicle?

LUCY: Big Ben, this hitching on to moving vehicles is particularly dangerous for bike riders because by hitching on to an automobile or truck the bicyclist automatically gives control of his bicycle and life to the moving vehicle. After doing this the bicyclist is no longer able to obey road laws or signs and is exposing his life to grave danger.

BIG BEN: An excellent answer, Lucy. Give that young lady three strips of "light-a-bike" material. From now on it's the lights that matter!

LUCY: Yes sir, I'll always remember.

BIG BEN: Time is drawing to a close. I am sure that the members of our radio audience have profited by the safety knowledge shown by these contestants. We want to co-operate in every way with the Safety Patrol division of our city so that our city will be free from accidents. Tune in this time next week and hear "Big Ben Try It Again."

[Theme song, optional].

A SAFETY GREMLIN

Rosemary Devlin

CHARACTERS: Tommy, Susie, Mother, Rufus, Bobbie, Judy.

SCENE I

[Tommy is sitting dejectedly on a chair. No one else is around. Suddenly a little brownie appears, walks over to where Tommy is sitting and looks at him.]

RUFUS: Hello! [Tommy looks up in surprise.]

TOMMY: Who are you?

RUFUS: I'm Rufus, Brownie in Charge of Safety and you're Tommy Jones.

TOMMY: That's right! But how did you know my name, and what's "Brownie in Charge of Safety" mean?

RUFUS: I know everybody's name, and my job is to see that boys and girls obey the safety laws. But, never mind about me, what's the matter with you?

TOMMY: Oh, it's all because I'm too little, too little to be a policeman like my daddy or a patrol boy like my brother. Why, even my sister helps take care of people. She's a patrol girl.

RUFUS: Well, if you're too little to be a patrol boy, then you're just the boy for whom I'm looking. You're exactly the right size for a Safety Gremlin.

TOMMY: A Safety Gremlin? What's that?

RUFUS: Well, Tommy, maybe you don't know it but half the accidents at home and school are caused by carelessness. If people would only be careful they might not get hurt. That's the job of a Safety Gremlin, to tell people how to be careful.

TOMMY: Oh, Rufus, that sounds fine. What do I have to do?

RUFUS: Well, Tommy, it's not easy. You have to be alert at all times. Tell you what. If you can prevent four accidents before tonight, I'll give you a Safety Gremlin badge. You have to prove that you're really good enough to be a member of my safety patrol.

SCENE II

[This scene is a classroom. Susie Brown is putting up a bulletin board for the teacher. Tommy enters.]

TOMMY: Susie, wait! Don't stand on that chair.

SUSIE: For goodness sakes, Tommy Jones, don't scare me like that. Besides, why shouldn't I stand on this chair. Miss Allen told me to put these posters up before she came back from recess.

TOMMY: I'll show you, Susie. [Tommy takes chair and tips it up.] See, this leg is loose. If you had stood on it you might have fallen and hurt yourself. Before you put your weight on anything make sure it is sturdy. If you don't you may be sorry.

SUSIE: Thanks for the advice, Tommy. Next time I'll be more careful.

[Tommy takes out a little notebook and marks down a check for the first accident he prevented.]

SCENE III

[The scene is on the play field. Little Bobbie Reiley is running across the field with a long, sharp stick in his hand. Tommy sees him and runs up to him.]

TOMMY: You'd better give me that stick, Bobby. You might get hurt.

BOBBY: No, I'm a cowboy and I'm chasing cows. Besides, how can an old stick hurt me?

TOMMY: It would hurt you if you fell on it. You could cut yourself, or even put out an eye. And don't you know, real cowboys don't use sticks. They use ropes.

BOBBY: I guess you're right, Tommy. I don't want to get hurt. And besides, I know where there's a nice long piece of rope.

[Bobby runs off. Tommy takes out his notebook and writes down another mark.]

TOMMY: Only two more to get! Maybe I can prevent some accidents at home.

SCENE IV

[In front of Tommy's home. His big sister has just taken off her skates and has started to run off.]

TOMMY: Judy, oh Judy! Wait a minute! JUDY [turning]: Oh, hello Tommy! What do you want?

TOMMY: Look where you left your skates! If someone comes down those stairs tonight in the dark, he won't see them. He could get hurt very badly if he fell.

JUDY [laughingly]: Well, Tommy, you must be out to prevent accidents. I guess the best place to begin is at home. All right, I'll pick them up.

[Tommy takes out his notebook and marks down another check.]

SCENE V

[Inside Tommy's home. Tommy's mother is making dinner.]

TOMMY: Mother, I'm preventing accidents.

MOTHER: Good, Tommy. Are there any you can prevent for me?

TOMMY [Looks around kitchen]: Yes, Mother. The scissors and the matches are too low. The baby can reach them if she sees them.

MOTHER: You're right Tommy. I never thought of that myself. I'll put them up on the top shelf right away.

SCENE VI

[The last scene is the same as the first. Tommy is sitting on his stool looking at his notebook. Rufus enters.]

RUFUS: Well Tommy, did you prevent four accidents?

TOMMY: Yes, Rufus, I did. Can I be a Safety Gremlin now?

RUFUS: You certainly can, Tommy, if you promise to keep on preventing accidents, at least two or three every day.

TOMMY: I promise, Rufus, I promise.

RUFUS: Here's your badge. [Pins badge on Tommy.] Welcome to the Safety Gremlins.

Christian Living in the Kindergarten

Sister M. Marguerite, C.S.J.*

Kindergarten teachers in our parish schools with their large groups and heavy work program are faced with the problem of trying to achieve a balanced kindergarten curriculum in accordance with the best practice. As Catholic kindergarten teachers we are responsible for the growth of the whole child.

There have been many surveys that point to the need of Catholic preschool education. Does this mean that the school is to attempt to take over and replace the home in the formation of the religious life of the child? Or is this a challenge to the teacher to use her opportunity to awaken in parents the realization of their responsibility?

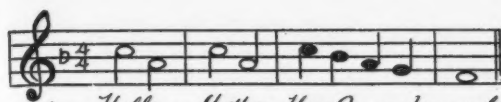
I have found parents generally eager and willing to accept suggestions and to undertake as well as they can the job that is theirs by right. There are many secular books to be found in public libraries dealing with problems of child health, emotional stability, and child training. There are Catholic books in the field which are more in accordance with

Catholic philosophy and much safer guides. First on this list and a must for young parents is Sister Mary DeLourdes' *Baby Grows in Age and Grace*, E. C. Gibson & Co., Norwalk, Connecticut. Others are: *Mother's Helper* by Sister Mary I.H.M., published by St. Anthony Guild Press, Paterson, New Jersey; *Their Hearts Are His Garden* or *Mother Tells the Story of God's Love*, also St. Anthony Guild, by Sister Mary Marguerite, C.S.J.; *Little Missal* and *Let's Pray*, Catechetical Guild, St. Paul, Minnesota; *Your Family Circle*, by Sister Jean Patrice, C.S.J., The Bruce Publishing Co., Milwaukee, Wisconsin. There is a playtime record of the Our Father and Hail Mary spoken by Bishop Sheen with a musical background which should be of value both in home and school. These materials have been prepared, all of them, to help fulfill the needs of the preschool child. They are of especial value to the convert mother to the busy mother, to the mother who did not herself attend Catholic schools, or whose children have no opportunity to do so.

By means of group meetings with parents, bulletins sent into the home and individual conferences, the religious teacher should do her utmost to help parents realize the importance of Catholic family living as the greatest possible force for good to the growing child. Nothing can take the place of example in forming a child to love family prayer, daily Mass, and Christian virtue. Children learn to live in God's presence and to trust in God's providence from living with a mother and father who do these things.

Many parents need to realize the necessity of training the child in natural virtue—obedience, cheerfulness, courtesy, and thoughtfulness—as a basis for supernatural virtue. Many need to realize the value of forming the child's taste for fine music, literature, and art in order that he may grow into a wholesome individual, to strengthen the child's intellectual and moral life, and to strengthen his taste for the true and the beautiful. Many need to accept their responsibility in regard to the control of radio, television, companions, and recreation.

*Ascension School, Minneapolis 11, Minn.



1. Hello Mother, Here I come from school
2. Hello Daddy, now I go to school
3. Guardian Angel, please take care of me
4. Guardian Angel, help me with my work

5. Guardian Angel, help me with my play
6. Guardian Angel, walk me safely home
7. Mother Mary, please take care of me
8. Mother Mary, please take care of Mother
9. Mother Mary, please take care of Daddy
10. Good Saint Joseph, please take care of me

We cannot in our dealings with parents overstress the meaning of true love of the child. Love should be consistent, patient, kind, but firm. It should not be afraid to discipline the child in order to insure the child's moral growth and emotional maturity. Yet this discipline can never succeed unless love is in the heart of the one who disciplines. Parents must love God in the child. Their love must be very deep. They must be firm in correcting the faults which are the roots of bad habits. Teachers too must hold themselves responsible for loving each child and helping him grow in virtue. Parent and teacher conferring together and sharing observations can come to a deeper understanding of the child than either one can do alone. Working together at this level may be the beginning of joy and the assurance of its continuance in the school and home life of the child.

In my opinion the work of the teacher of the small child is very much the work of the monk in *The Man Who Sold Christmas*. What we are, what we do, and how we do for the child directly or through the kindergarten program and our work with parents should spread Christian living.

I believe such a job can be done best in a kindergarten which carries on a well-bal-

anced informal program including play, activity period, story hour, poetry, dramatization, conversation, music, and art. That is, it can be done if the teacher herself is consciously striving to live Christ within her limitations, and that is a challenge to each of us.

For a long time teachers have been aware of this problem of religion in the kindergarten and for the child of kindergarten age. Parents from homes where religion was a strong force have strengthened me in my belief that the informal religion program is most like the religion program of the Christian home where children of the ages learned from their parents to live Christ in their everyday life.

It is true that in kindergarten there should be religious story hour, conversations which give meaning to religious practice and activity. But all these seemingly planned (and truly they should be carefully thought out) instructions will be given informally, and when the need arises, thus creating an atmosphere in which children live and grow in joyous loving service of God and of each other, in which religion is the whole day's living and is not set apart as a formal activity of one period only.

When the child begins kindergarten, the teacher's first problem is to help him attain

security in the group and with her. Some teachers arrange to have the children come on alternate days for the first two weeks in order to avoid the problems which arise when shy children come in contact with a large group on their first days away from the security of the home. Every child likes to feel that the teacher is his friend. How can he feel so if the teacher is like "the old woman in the shoe" with no time for the needs of the individual child.

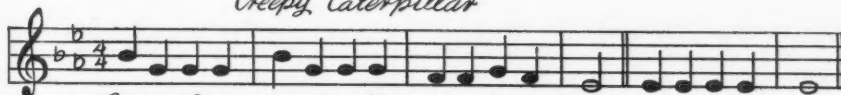
Simple Songs

At this time of adjustment from home to school, one can well use the lovely songs written about home and family found in the many nursery and kindergarten song books at our disposal. I have made for use, on the very first day and throughout the entire year, a very simple song about Mother and Daddy which has as its aim to encourage the child to cherish and love life with his dear parents. I am including the words and music of this song along with all the other songs which I mention in this article and which I myself wrote.

On these first days the children will want to handle Sister's crucifix and rosary. They will want to know who the people are in the pictures and statues about the room. You can then, by means of simple stories and talks, introduce them to Jesus, Mary, and Joseph, and of course to the guardian angel. At this time I teach a short song to mother at home. I use the same melody for prayer songs to each one of the heavenly friends we have learned to know.

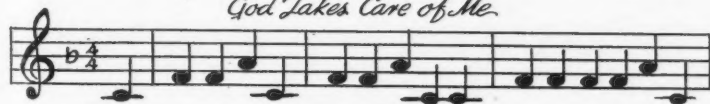
A child being self-centered, the simplest approach to God is through his own interests. After game time we can help the child know that the fun he has had is of God's making. After the child has enjoyed responding to music in simple rhythms, remind him that God is the one who gave him his strong legs, his arms, his strong body, and the power to think and to use them. Ask him to show God the best and the loveliest ways in which he can respond to music in praise of God. Lead him to see that the birds praise God when they eat and sing and grow, that the flowers praise Him when they open their faces to the light. In the same way a child praises God all day and all night in everything he does

Creepy, Caterpillar

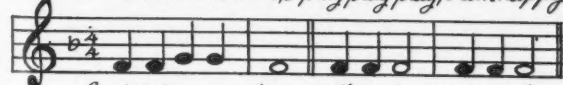


Creepy, Creepy caterpillar eat and eat all day
Eat and eat and go to sleep sleep and sleep away
In the Spring sun you will wake a butterfly so gay Glory be to God

God Takes Care of Me



I work work work, I play play play, I am happy all the day and



God takes care of me. 1. He is here in my heart
2. I love God in my heart
3. Please stay in my heart



if he gives himself to God and wants to praise Him. God looking down rejoices to see the child He has made doing the things a little child can do with the strong beautiful body God has given Him.

Each month and season of the year has its own special meaning and for each I have written a simple song to strengthen the message in the mind and heart of the child. The fall song *Creepy Caterpillar* which ends in praise of God carries the message that no creature is too small to give praise.

During all the year whether outdoors or indoors, whether in work or play, we can be

aware of God's nearness, His providence, and His love. Because I have wanted my children to grow in this knowledge I have put this thought into a song which may be taught early in the year but which should be renewed each time there is a need, or each time they have come to a better understanding of the love of God through some religious story or spiritual experience. This song *God Takes Care of Me* is a vital part of the program whose purpose is to make the kindergarten function as the Christian home of all ages has functioned, in bringing the child nearer to Christ and in bringing Christ nearer to him.

Playing St. Francis and the Wolf

*Sister John Joseph, O.S.F.**

CHARACTERS: Reader, Three Shepherds, Mayor of Gubbio, Two Citizens of Gubbio, St. Francis, Brother Leo, Wolf, People and Children of Gubbio.

SCENE ONE

READER: Gubbio was a small city in Italy. It was built on the side of a mountain and was surrounded by a high wall. This wall was to protect the people of the city from the robbers and wild beasts that lived in the surrounding forests. One spring, after a very long, cold winter, shepherds who had taken their sheep out to pastures on the mountain-side came to Gubbio with a story that frightened everyone who heard it.

[Three shepherds enter talking excitedly.]

FIRST SHEPHERD: I tell you it is the strongest and wildest wolf I have ever seen.

SECOND SHEPHERD: Yes, it is, and it came right into the flock and took the fattest lamb I had. Then it came back the next night, killed the watchdog, and carried off two more lambs before I knew what was happening.

THIRD SHEPHERD: That was just the way it did in my flock. And worse still, it has carried off several children from cottages on the mountain and all they ever found of them were the bones, picked clean.

[While the shepherds are talking, the Mayor and two men from Gubbio come on the stage and listen closely.]

MAYOR: What is that you are saying, my friend? A wolf is killing sheep and even children? That is a very bad thing if it is true.

SECOND SHEPHERD: It is certainly bad and most certainly true. I have seen the wolf carry off many of my sheep and it has killed all but one of my dogs.

CITIZEN OF GUBBIO: How can it be true? We can hear the wolves howl when they are miles away and we have heard no howling.

FIRST SHEPHERD: For a very good reason, sir. This wolf does not howl, but creeps up like a gray shadow. If the dogs bark it quickly kills them, then helps itself to the best in the flock.

[While they are talking the wolf appears

at the side of the stage. It stops when it sees the men and seems to listen. The men turn, see it, and stare silently for a moment. Then the third shepherd points and calls the others.]

THIRD SHEPHERD [whispering]: See! It is the wolf. Is it not a fierce, wild-looking animal? I think it is the devil himself.

[A little girl carrying flowers comes on the stage behind the men, opposite the wolf. She stops when she sees the wolf, drops her flowers, and screams. The men turn, pick her up, and run from the stage as the wolf jumps toward them.]

SCENE TWO

READER: For many days the wolf stayed near the town. If women or children went outside the walls to gather wood several armed men went with them. Every sheep camp was guarded, but the wolf still carried off the fattest sheep and lambs, killed the dogs, and several times carried off women and children. The poor people of Gubbio were at their wits' end to know how to protect themselves. Finally one of the shepherds suggested that they go to Francis Bernadone and ask him what to do.

Francis was a holy man who lived near the city of Assisi. He was the son of a rich man, but had left his father's home to live closer to God. He now lived with some friends, in a small house near the city and spent his time praying, taking care of sick people, and in helping anyone who needed help. He was so good and kind that everyone loved him. Even the animals came and listened as he talked to them, then followed him around as he walked through the countryside. So when the shepherd suggested sending for him, everyone agreed that it was just the thing to do, and the Mayor, with two companions, set out to find him.

[A road near Assisi. Francis and Brother Leo enter from one side, as the three men from Gubbio enter from the other.]

FRANCIS: God's peace to you, my friends.

MAYOR: And to you Brother Francis. I am glad to meet you and Brother Leo, for my friends and I were on our way to your home.

FRANCIS: Why did you wish to see me?

MAYOR: Terrible things are happening to us at Gubbio. A wolf, the fiercest and wildest we have ever seen, is living near the city. It is killing our women and children, our dogs, and our flocks. Will you tell us how to get rid of it? We think maybe it is the devil himself come to visit us.

FRANCIS [turning to Leo]: Hear that, Brother Leo. A wolf is killing the people of Gubbio and they ask our help. What shall we do about it?

LEO: I think we should see the wolf and

*St. Joseph School, Park View, N. Mex.

talk to it. Maybe it kills because it has been almost starved during the hard winter just past. Let's start for Gubbio without wasting any time. On the way we can ask God to show us what to do.

FRANCIS: That is just what I think too. [Turning to the Mayor] Brother Leo and I will go with you and see if we can make the wolf kinder to your people and your flocks. Let's go to Gubbio at once.

MAYOR: Thank you, Brother.
[They all leave the stage.]

SCENE THREE

READER: And so they came to the city. As they drew near it armed men met them. They had been looking for the wolf, hoping to trap and kill it, but had not been able to find it. These men went to the city wall with Francis and his companions, thinking they meant to enter the city. But near the gate Francis stopped and turned to the Mayor.

[Francis and Brother Leo with the men from Gubbio enter.]

FRANCIS: I think that Brother Leo and I will wait here for our brother, the wolf. Then the people of the city will be in no danger.

MAYOR: But you and the good Brother will be in danger. The wolf will surely kill you.

FRANCIS: I don't think so, but—danger or no danger—we shall stay here. God will protect us.

[The Mayor and men shrug their shoulders, then leave. Francis and Leo sit on the ground with their backs to the wall.]

FRANCIS: And now, my little Leo, as we wait for Brother Wolf, we must pray as we never prayed before. [Leo nods and they bow their heads to pray.]

[Reader enters.]

READER: When the people of Gubbio heard that Francis and Leo were waiting to meet the wolf without weapons with which to defend themselves, they were certain that both men would be killed. But since they all wanted to see what would happen, most of those able to walk or drag themselves along went to the wall and climbed upon it. Some even went outside so they could see better.

[As the Reader finishes and leaves the stage, people and children come on side of stage in back of Francis and Leo. As they come on the stage the wolf appears on the opposite side. It stops at the edge of the stage and growls. Francis lifts his head, sees the wolf, and stands up. The people crowd closer together.]

FRANCIS: Greetings Brother Wolf. I am glad to see you. [He takes a few steps toward the wolf.]

PEOPLE [loudly]: Oh don't go near him. He will kill you, he will kill you.

FRANCIS [paying no attention to them]: I bring you peace, Brother Wolf, not war. God bless you.

[He makes the Sign of the Cross, then walks slowly toward the wolf. Some women in the crowd scream. The wolf starts toward Francis, but stops as Francis blesses him.]



This "Wolf" frightened the children. Left to right: Brother Leo, the Wolf, and St. Francis.

WOMEN: Stop, oh stop. The wolf will eat you up.

FRANCIS [to the women]: Hush. [to the wolf]: Come closer, Brother Wolf. I want to talk to you.

[The townspeople shrink back as the wolf comes slowly toward Francis. Francis looks down at it.]

FRANCIS [to the wolf]: Brother Wolf, you have done great harm to the people who live in this city. You have carried off their sheep and cattle. You have killed their watchdogs. You have even killed and eaten some of the women and children. I know you have done some of these things because you were hungry, but some I think you have done because you were angry at the people for hunting you. Isn't that true, Brother Wolf?

[The wolf hangs its head and will not look at Francis.]

FRANCIS: Look up at me, my friend. Is not what I say true?

[The wolf looks up, slowly nods its head, then looks down again.]

FRANCIS: Aren't you sorry and ashamed?

[The wolf nods again.]

FRANCIS: That is good. Now listen well.—If the good people here promise to feed you and not to hunt you, will you in turn promise not to harm them or their flocks?

[The wolf seems to think, scratches its ear, then nods three times.]

FRANCIS: Very well. Put your paw in my hand to seal the bargain.

[Francis leans down, holding out his right hand. The wolf puts his right paw into it.]

FRANCIS [turning to the people]: You have

heard what I said to our brother, the wolf. He has agreed to be your friend if you will see that he is fed and protected. Will you do this?

PEOPLE [loudly]: We will.

FRANCIS: Good. [He turns to the Mayor]: Will you seal the agreement with our friend as I have done?

[The Mayor hesitates a moment, then comes to the wolf and holds out his hand. The wolf puts its paw into the hand. Then the Mayor turns to Francis.]

MAYOR: Thank you, Brother Francis. We will keep our promise well.

FRANCIS: I am sure you will. [To Leo and the wolf]: Come Brother Leo, come Brother Wolf, let us go. [They walk off together.]

MAYOR [to the people]: That, my friends, should show you what can be done by the prayers of two holy men. Let us go to the church and thank God for this great favor.

[All leave the stage.]

EPILOGUE

READER: And so peace came to the people of Gubbio and to the wolf. Both kept the promises made to Francis, and the wolf lived in or near the city for many years. The children were its best friends and they were often seen playing together.

[The wolf and several children come on the stage and play together.]

One day, when a small girl fell into a swift mountain stream, it jumped in quickly and saved her from drowning.

[The wolf and children leave the stage.]

Whenever Francis came to the city the Mayor and the wolf solemnly renewed their agreement with him. After many years of peaceful living the wolf died and was sorrowfully buried by the people of Gubbio. For years the children kept its grave covered with flowers, but in time they grew up and the place where the wolf was buried was forgotten. But the story of how St. Francis of Assisi tamed a wild beast and made it over into the playmate of children will never be forgotten.

[Francis, Leo, the wolf, and people of Gubbio come on the stage. Francis, Leo, and the wolf group themselves in the center with the Mayor and people around them. All sing "Praise ye the Lord and His servant St. Francis" (St. Cecilia Hymnal—No. 187).]

The founding fathers unerringly placed the foundations of this nation solidly on God as the only enduring base of our rights and liberties. Thus, Catholic education and the American concept of a democratic society issue from one and the same source.—Rt. Rev. Msgr. Edward J. Waterson



A Hymn for Young Children by Sister M. Limana, O.P., St. Mary's School, Janesville, Wis.

Catholic Education News

EDUCATION — BUSINESS CO-OPERATION

An outstanding example of the eagerness of business organizations to contribute in a practical manner to the cause of education was the six weeks' fellowship course given last summer to Sister M. Florentia and Sister Xavier Andree, of the Sisters of Charity of Leavenworth, who represented the business department of St. Mary College, Xavier, Kansas, at Allis-Chalmers Manufacturing Co., West Allis, Wis.

This fellowship to enable the two Sisters to learn at firsthand about the organization and operation of a gigantic business was financed by the Allis-Chalmers Mfg. Co. as the firm's co-operation in the work of the Foundation of

Economic Education, a service organization with headquarters in New York City.

The officers of the Allis-Chalmers Co. prepared for the Sisters an agenda for their six weeks' visit based upon the courses in business offered by St. Mary College. It provided a detailed study of the operations of various departments of the business: comptroller, treasurer, industrial and public relations, engineering, sales, manufacturing, commercial research, advertising, purchasing, and legal — with some attention to office management and procedures.

Upon their arrival, the Sisters met W. A. Roberts, president of the company, and all the important general officers. Then a guide took them on a thorough tour of the plant which is the equivalent of a city.

The course of study and investigation for the visitors was conducted by the heads of the departments assisted by expert workers in the various fields. Everything was explained in detail and the Sisters were encouraged to ask all the questions they wished. As a further help to make their investigations permanently useful, recordings were made of the sessions.

The Sisters returned to St. Mary College with an accurate knowledge of how the huge Allis-Chalmers Mfg. Co. operates a business that is known almost throughout the world. They were overwhelmed with the generosity, courtesy, and kindness of the officers, managers, and workers; and praised very highly the fine spirit of loyalty, friendship, and co-operation they found among the personnel of the plant.



The Sisters of Charity of Leavenworth studying the operations of the Allis-Chalmers plant. Left to right: Thomas Lyons, assistant comptroller of all the Allis-Chalmers works; W. E. Mueller, comptroller of the works at West Allis, Wis.; Sister M. Florentia, S.C.L.; and Sister Xavier Andree, S.C.L. The Sisters are from St. Mary College at Xavier, Kansas.

AN ART AND THRIFT PROJECT

"Future Unlimited" is a nationwide art project for students of grades 4 to 12 inclusive. It is sponsored by the U. S. Treasury Department to stimulate interest in U. S. Savings Stamps and Bonds.

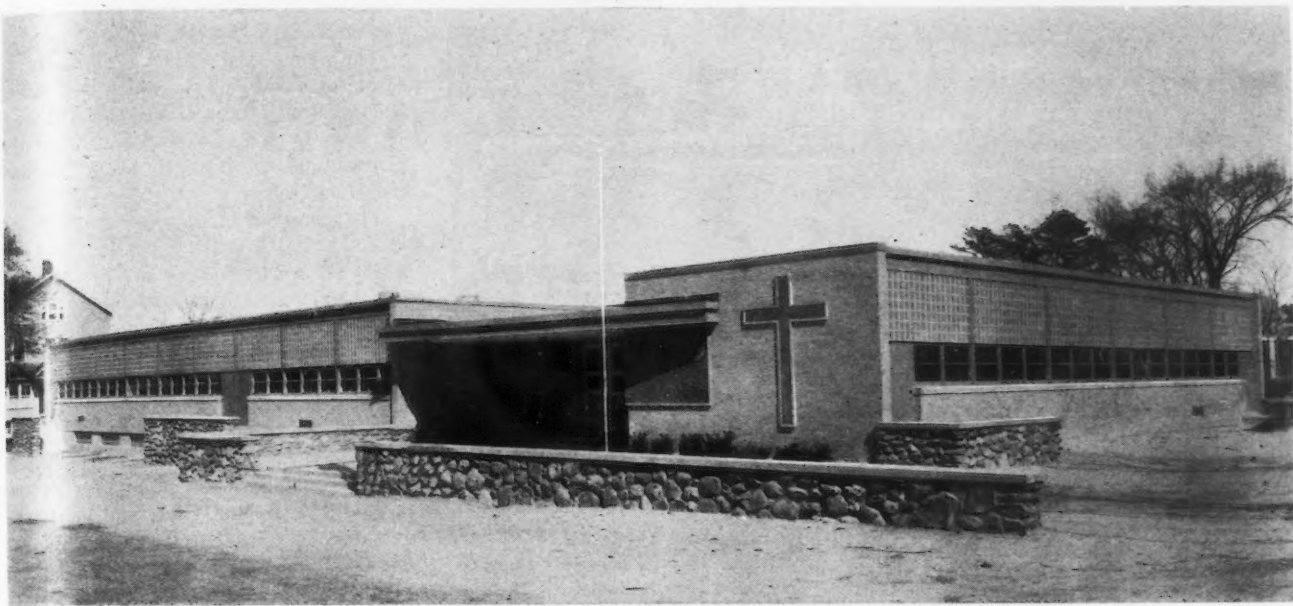
The students will exercise their artistic ability in depicting the results which they hope to obtain through their savings — a new camera, bicycle, funds for education, etc., for themselves or their families.

They will have a local display of their "Future Unlimited" creations before the selection of five drawings to be sent to their State Savings Bonds Director. From the states, the Treasury Department will make a national selection.

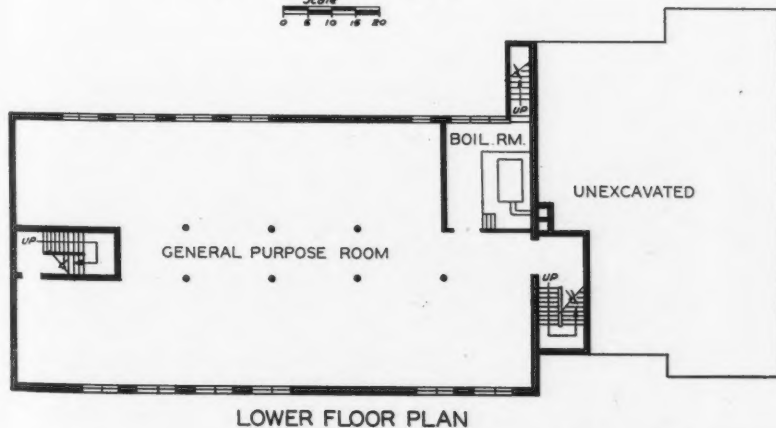
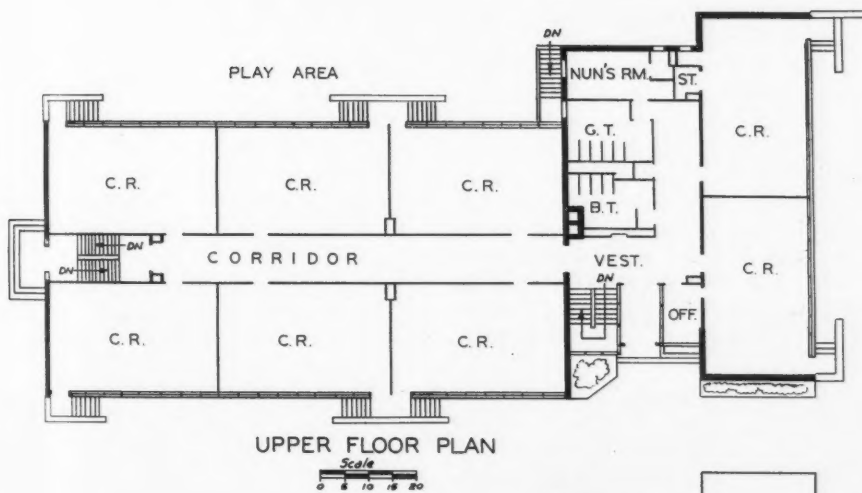
If you have not received a copy of information for this activity, write to Future Unlimited Art Project, U. S. Savings Bonds Division, Treasury Department, Washington 25, D. C.

(Continued on page 22A)

The Fabric of the School



Ecole Ste. Therese, Dracut, Mass. Designed by Perley F. Gilbert Associates, Lowell, Mass.



All classrooms are on one floor. The basement contains only the general purpose room and the boiler room.

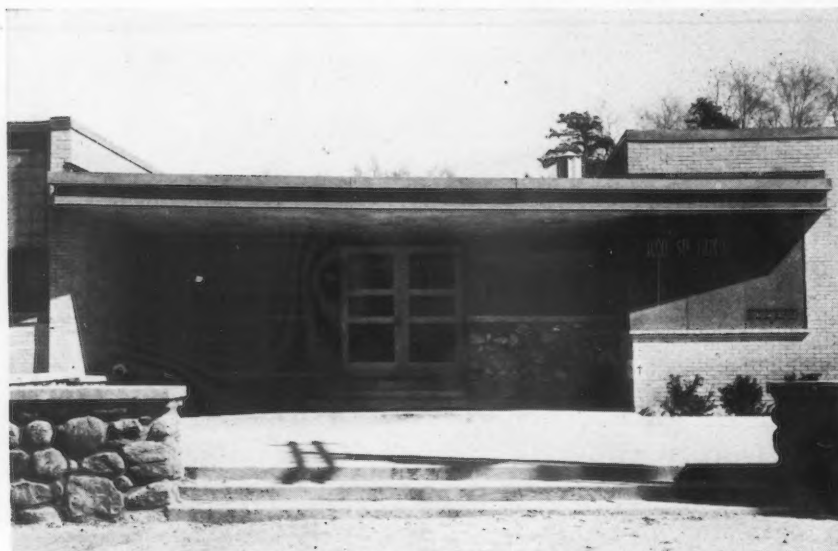
ECOLE STE. THERESE DRACUT, MASS.

A thoroughly modern
small school at low cost

Six classrooms
and general purpose
room for 280 children

Architects:

Perley F. Gilbert Associates
Lowell, Massachusetts



The Main Entrance.

ECOLE STE. THERESE, at Dracut, Massachusetts, is a new one-story elementary school for six grades. It is modern, safe, efficient, and economical. There are eight classrooms, each containing approximately 850 sq. ft., a large general-purpose room in the basement, and adequate utilities.

This is a reinforced-concrete and steel-frame building with brick and cinder-block cavity curtain walls. The cinder block is left exposed on the interior and painted. Asphalt tile is used on all floors except that of ceramic tile is used on floors and walls of the toilet rooms, and the stairs are of terrazzo.

A unit heating and ventilating system

with individual roof fans introduces 50 per cent of fresh air per hour. The window walls consist of galvanized steel sash with light-directional glass blocks above a narrow strip of clear glass. Artificial light is supplied by three-ring incandescent fixtures. Corridors use borrowed light from the classrooms, supplemented when necessary by box-type incandescent lighting.

The stair rails and the trim throughout the building is extruded aluminum. This includes all display cases, tackboard borders, chalkboard trim, etc. Classroom walls are painted in a combination of three colors, with brighter hues for younger students.

Each classroom has direct access to out-

side adjacent play area. The first-grade room has its own toilet and storage facilities adjacent to the classroom.

The roof of the building consists of an insulated wood deck to which is attached the perforated transite acoustical ceiling.

The only rooms in the basement are the general-purpose room, 45 by 90 ft., and the boiler room.

The construction cost of the building was \$129,952 (61 cents per cubic foot and \$7.70 per square foot) which is quite low for a noncombustible building. To this is to be added the cost of furnishings and equipment, architect's fees, and landscaping, bringing the total to \$148,952. The school will accommodate 280 children.

Perley F. Gilbert Associates of Lowell, Mass., designed Ecole Ste. Therese, which was erected under the supervision of the pastor, Rev. Roland Dion, and under the guidance of His Excellency Archbishop Cushing. The teachers are seven Sisters of the Assumption, from Sancta Maria Convent, Lowell, Mass.

ECONOMY IN BUILDING

Addressing the Conference on Business Problems of Religious Communities at Cincinnati (August 7, 1953), Rev. Albert H. Poetker, S.J., stressed the importance of economy in building. He said:

"It is necessary to plan for efficiency of operation, durability, of material, and sound construction when designing our buildings in preference to ornamentation, exterior grandeur, and frills. You must plan from the inside out — from function and use of space to overall exterior design."

Father Poetker, former president of the University of Detroit, is chairman of the building committee at Xavier University.



Front View of a Classroom.



Rear View of a Classroom.

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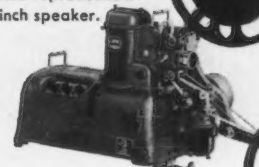
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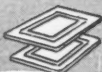
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Catholic Education News

(Continued from page 264)

NATIONAL CATHOLIC COUNCIL ON HOME ECONOMICS

The National Catholic Council on Home Economics which held its convention in Kansas City, Mo., during the summer, is a growing young organization devoted to the cause of Christian family living.

The NCCHE was organized in 1946 by a group of fifty teachers of home economics under the leadership of Sister M. Pierre, B.V.M., of Mundelein College, Chicago, who is considered the foundress and who served as the first president. The succeeding presidents in order have been: Sister M. Albert, S.S.N.D., Mt. Mary College, Milwaukee; Sister James Agnes, C.S.J., College of St. Catherine, St. Paul, Minn.; Sister M. Anselm, C.S.J., Fontbonne College, St. Louis; Sister Rose Marie, S.C., Seton Hill College, Greensburg, Pa.; and the new president is Sister M. Rachel, O.M., Mercyhurst College, Erie, Pa.

There are three types of membership in the NCCHE which now has an enrollment of 400. Active members hold a degree in home economics or are carrying a major in that subject. Associate members do not have a degree but are interested in training for home and family life. Honorary members have made a distinctive contribution to family life and to home economics.

The Council publishes the *NCCHE Bulletin*, as an official organ. Issued three times a year, the bulletin carries up-to-the-minute information on important matters, convention news, and future plans.

The most outstanding accomplishment of the Council has been its leading part in the inauguration at St. Louis University in collaboration with a corporate college, Fontbonne College, of a graduate course leading to the degree of master of education in home eco-

nomics. Thus St. Louis University claims the honor of being the first and only Catholic institution to offer a graduate degree in this field. Sister M. Anselm, C.S.J., of Fontbonne College, St. Louis, Mo., is director of this co-operative graduate program.

The present officers of NCCHE are: President, Sister M. Rachel, O.M., Mercyhurst College, Erie, Pa.; Secretary, Sister Agnes Marie, S.S.J., Regis College, Weston, Mass.; and Treasurer, Sister M. Brigetta, O.P., College of St. Mary-of-the-Springs, Columbus, Ohio.

HONORS AND APPOINTMENTS

President of Iona College

REV. BROTHER WM. H. BARNES, D.LITT., is the new president of Iona College, New Rochelle, N. Y. He succeeds REV. BROTHER ARTHUR A. LOFTUS, recently named head of the American province of the Christian Brothers of Ireland. He obtained his doctor's degree in Rome in 1942.



Rev. Brother Wm. H. Barnes
(Christian Brothers of Ireland)
Pres. Iona College,
New Rochelle, N. Y.

Cardinal Newman Award

FRANK J. SHEED and his wife, MAISIE WARD SHEED, founders of the publishing business known as Sheed & Ward, have been chosen as joint recipients of the Cardinal Newman Award for 1953. This award is conferred annually upon a person who has done outstanding work in government or religion and who has furthered the work of the Newman Club Federation.

President of Scranton

VERY REV. JOHN J. LONG, S.J., has been appointed president of the University of Scranton, at Scranton, Pa. Father Long has been assistant to the provincial of the Maryland Province of the Society of Jesus. From 1944 to 1950 he was president of St. Joseph's College, Philadelphia. He has a Ph.D. from Gregorian University in Rome and honorary degrees from La Salle College and Villanova College in Philadelphia.

(Continued on page 24A)



Sister M. Rachel, O. M.,
Mercyhurst College, Erie, Pa.
President of the National Catholic
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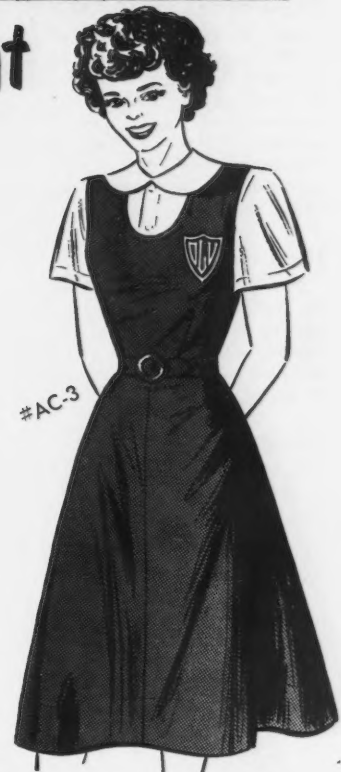
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Catholic Education News

(Continued from page 22A)

Third Term

REV. ROBERT J. SLAVIN, O.P., has been appointed to an unusual third term as president of Providence College, Providence, R. I., and superior of the college's Dominican community, it has been announced. Although canon law limits religious superiors to two successive terms, the Sacred Congregation of Religious issued a special rescript permitting Father Slavin's appointment to a third three-year term.

Regis College Head

REV. RICHARD F. RYAN, S.J., assistant dean of St. Louis University's college of arts and sciences, has been named president of Regis College, Denver, it has been announced. Father Ryan succeeds REV. RAPHAEL C. MCCARTHY, S.J., president of Regis College since 1947.

President of Manhattan

BROTHER AUGUSTINE PHILIP, F.S.C., executive vice-president of Manhattan College, New York City, has been appointed president of the college. He succeeds BROTHER BONAVENTURE THOMAS, F.S.C., who has been transferred to La Salle College in Philadelphia for special work.

Brother Philip has a doctor's degree in English from New York University and has served as head of the department of English at Manhattan.

Vocations Secretary

REV. THOMAS J. CULHANE, of Easton, Kans., has been named secretary of the newly formed "vocations section" of the National Catholic Educational Association. The section will study ways and means to foster vocations to the religious and sacerdotal life.

Father Culhane is director of vocations for the Archdiocese of Kansas City, Kans. Formerly of Lansdowne, Pa., he is a graduate of the Catholic University of America. Father Culhane is the son of Thomas J. Culhane, New York, who is director of public relations for NCWC War Relief Services.

Papal Honor

REV. OSMUNDO A. CALIP, vice-chancellor and assistant superintendent of schools in the Archdiocese of Nueva Segovia in the Philippines, has been appointed a papal chamberlain by His Holiness Pius XII with the title Very Reverend Monsignor. Msgr. Calip, who has been pursuing graduate studies at the University of Notre Dame, is the author of "Problems of Catholic Education in the Philippines," which is, at present, scheduled for publication soon in the CATHOLIC SCHOOL JOURNAL.

Irish College Rector

REV. JAMES J. DALY, S.A.C., pastor of Our Lady of Guadalupe parish in Plainview, Tex., has been appointed rector of the Pallottine College in Ireland, according to the provincial of the Irish Pallottines, Very Rev. John J. Bergin.

In Plainview and its missions, Father Daly made notable advances with building funds and parish credit unions, as well as the Confraternity

of Christian Doctrine. Before coming to Texas, Father Daly labored in Buenos Aires, Argentina, and England. He was ordained in 1942.

★ REV. FRANCIS XAVIER ENTZ, S.J., of Jesuit High School, New Orleans, La., celebrated, on September 6, his fiftieth anniversary as a Jesuit, as well as his 25th anniversary as a teacher in Jesuit High School. He is 70 years old.

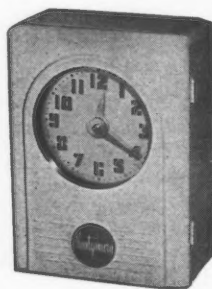
REQUIESCANT IN PACE

● REV. ROBERT M. KELLEY, S.J., died, August 22, at the age of 76. Father Kelley was born at Manson, Iowa, July 24, 1877, entered the Society of Jesus in 1897, and was ordained in 1911. Among his various educational activities, he was dean and regent of the law school at Creighton University (Omaha), and assistant to the provincial, president of Loyola University (Chicago), acting president of St. Mary's College (Kansas), president of Regis College (Denver), acting president of St. Louis University, director of St. Stanislaus Seminary, and superior of the scholasticate at St. Louis University.

● REV. JOSEPH A. DUNNEY, pastor of St. James Church, Albany, N. Y.; founder and first editor of *The Evangelist*, the diocesan newspaper; and former diocesan superintendent of schools, died, August 20, at the age of 72. Father Dunney was a native of Albany. He is known as an outstanding pastor as well as an educator and writer. His published works include *The Mass*, *Mind of the Mass*, *The Parish School*, and *Church History in the Light of the Saints*.

(Continued on page 26A)

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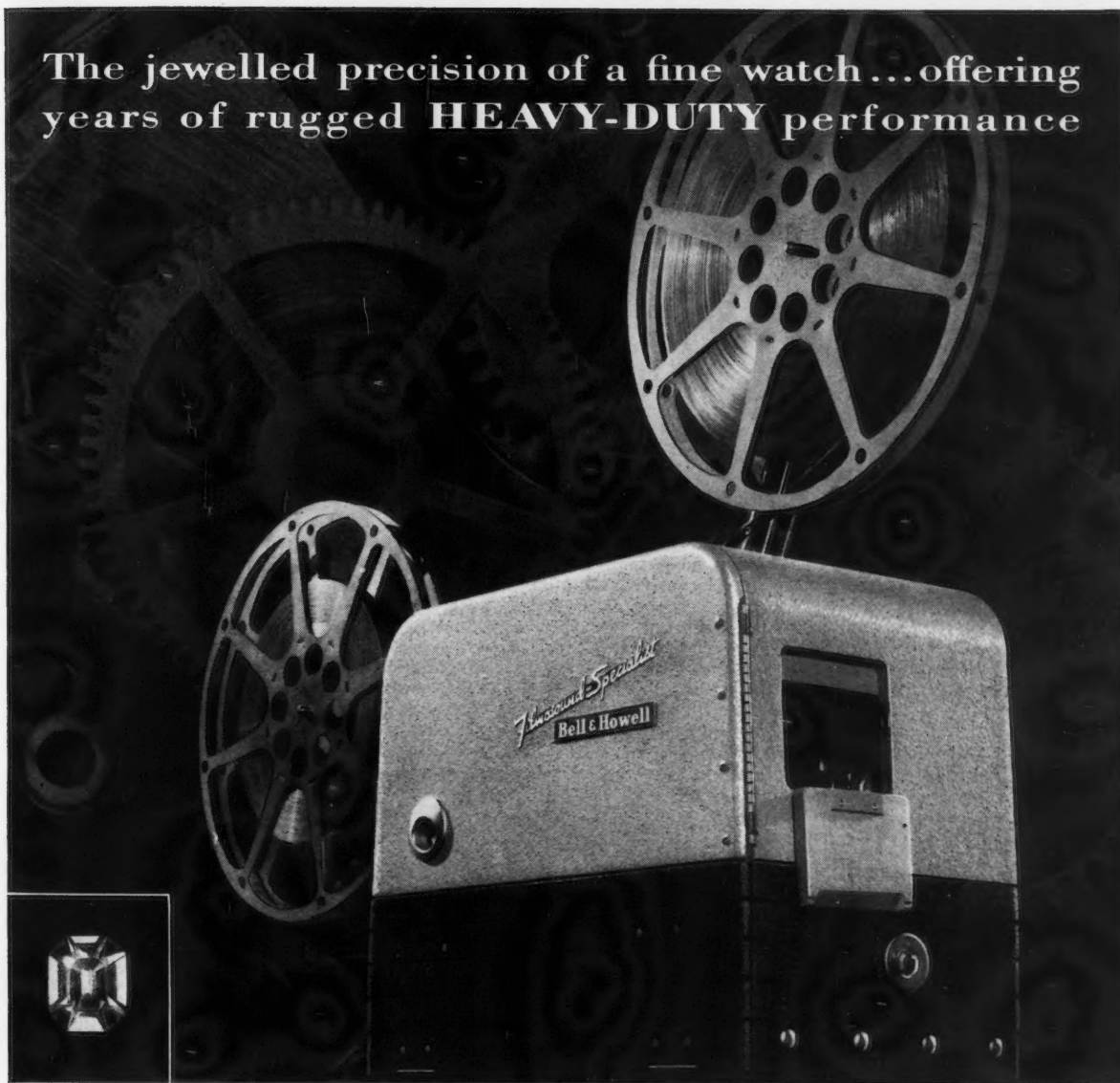
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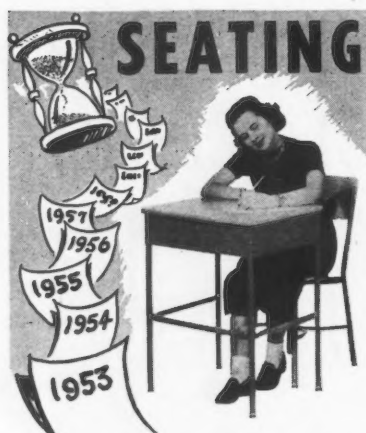
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Catholic Education News

(Continued from page 24A)

● REV. W. HOWARD BISHOP, founder of the Home Missioners of America, better known as the Glenmary Missioners, died on June 11, 1953. Father Bishop founded the society in 1939 under the patronage of the Archbishop of Cincinnati. It is an organization of priests and Brothers "to labor for the conversion of the multitudes of Americans who are outside the fold of Christ, with special reference to those who dwell in the priestless counties of America." Later a co-operating society of Sisters was founded.

● REV. BEDE HESS, O.F.M.Conv., minister general of his order, died August 6, 1953, while in Assisi where he had gone to take a prominent part in the seventh centenary celebrations in commemoration of the death of St. Clare. Father Bede was an American, born in Rome, N. Y., and was a member of the Province of the Immaculate Conception, which has its headquarters in Syracuse, N. Y. Father Bede had governed the community as minister general since his appointment in 1936.

RELIGIOUS ORDERS

Felician Province

The establishment of a new Southwestern province of the Felician Sisters, with its mother house and novitiate in Ponca City, Okla., was announced recently by Mother Mary Simplicita, superior general of the order. Included in the province are 19 schools, 5 hospitals, and a protective home, scattered over Kansas, Nebraska, Missouri, Iowa, Oklahoma, Texas, Alabama, and California. It is the Felician Order's seventh province in this country.

Franciscan Convention

The second annual convention of Franciscan Sisterhoods will be held at Alverno College, Milwaukee, November 27-28, according to a preliminary announcement made by Father Pius Barth, O.F.M., president of the Franciscan Educational Conference, which is sponsoring the event. The first such national conclave was held at the College of Saint Francis, Joliet, Ill., during the Thanksgiving holiday last year.

The theme of this year's two-day convention will be "Theology in Daily Living," with special applications of the subject to the various educational levels taught by Franciscan Sisters. In addition to certain papers previously read by friars at the Washington meeting of the F.E.C., others will be presented by Franciscan Sisters engaged in primary, secondary, collegiate, and nursing education.

Father Irenaeus Herscher, O.F.M., librarian at St. Bonaventure University, and treasurer of the F.E.C., also announces that preliminary work is under way for the publication of the report of the first national Franciscan Sisters convention. It will be similar in format to the more than 33 annual reports of the F.E.C., many of which have proved so helpful that they are out of print.

Alverno College, host to the second convention of Franciscan Sisters, is conducted by the School Sisters of St. Francis. Rev. Mother M. Corona, O.S.F. is mother general of this community.

New Community

A new community of Sisters has been formed in the diocese of Lincoln, Neb., "to spread the kingdom of God in the home missions of Nebraska," it has been announced. The new community, called the Mercy Sisters of St. Francis, will begin receiving and training candidates in the near future.

(Continued on page 29A)



Franciscan Librarians at the 34th annual meeting of the Franciscan Educational Conference in Washington, D. C., June 24-26. Back row: Father Eric May, O.F.M.Cap., Garrison, N. Y.; Vincent Dieckman, O.F.M., Oldenburg, Ind.; Juvenal Liauba, O.F.M., Brooklyn, N. Y.; Titus Cranny, S.A., and Paschal Schaller, O.F.M.Cap., Washington, D. C. Front row: Brother Henry Demko, O.F.M., Washington, D. C.; Rev. Ambrose Burke, T.O.R., Steubenville, Ohio; Rev. Donald Wiest, O.F.M.Cap., Mt. Calvary, Wis.; Rev. Donald Bilinski, O.F.M., Pulaski, Wis.; and Rev. Irenaeus Hercher, O.F.M., St. Bonaventure, N. Y.

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tive materials to enrich class discussions and increased pupil participation will become a natural result.

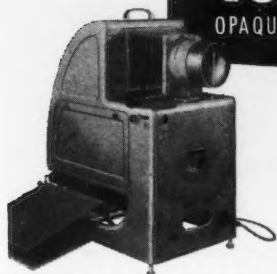
What ARE its advantages? VU-LYTE is simple to operate; provides the brightest, sharpest pictures in brilliant colors, and can be used in a partially lighted room. No similar projector has so many exclusive advantages. These include the VACUMATIC† PLATEN, to hold unmounted copy flat; FEED-O-MATIC† CONVEYOR, to easily feed in new copy and eject the used, automatically; POINTEX* PROJECTION POINTER, to throw on the screen a movable arrow of light operated by the teacher from beside the machine.

These and other educational and technical advantages are described in a free folder prepared for teachers and administrative personnel. A copy of "OPENING THE DOOR TO THE MIND" and a free demonstration of the VU-LYTE without cost or obligation is yours for the asking.

THE NEW

VU-LYTE

OPAQUE PROJECTOR



*Patented
†Patent Pending

CHARLES *Beseler* COMPANY
EST. 1869

60 Badger Avenue, Newark 8, N. J.

The World's Largest Manufacturer of Opaque Projection Equipment

Charles Beseler Co.
60 Badger Ave., Newark 8, N. J.

Gentlemen:

☐ Please send me your free folder, "OPENING THE DOOR TO THE MIND." ☐ Have your representative contact me to arrange a free demonstration of the VU-LYTE at our school.

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School _____

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(Home or School?)

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State _____

for play capacity and SAFETY . . . choose

"JUNGLEGYM"

Reg. U. S. Pat. Off.

Climbing structure

● No other playground device provides so much play capacity per square foot of ground area and per dollar of cost as JUNGLEGYM! That plus JUNGLEGYM'S safety record of more than one hundred million child-play-hours without one single serious accident are two reasons why you should give the children of your playground the advantage of JUNGLEGYM.



Write for Illustrated Bulletin on PORTER'S Streamlined Line that will Save You Money . . . Time

You can rely on PORTER for the basic units you need for your playground . . .



No. 136 Stratosphere See-Saw
Sensationally new. Gives "ups-a-daisy" ride 33 1/3% higher than conventional see-saw, but with greater safety.



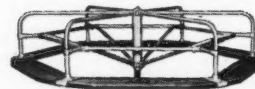
No. 58-F Playground Basketball Backstop
All-steel fan-shaped bank rigidly mounted on steel mast and braced for permanent service.



No. 38 Combination Set
Compact, economical unit that's ideal for limited ground areas. Six varieties of fun, healthful activity.



No. 105 Six-Swing Set
Sturdy 12-ft. frame held rigidly together with exclusive Porter fittings make this a permanent, safe unit.



No. 240 Merry-Go-Round
Will safely accommodate 30 children at one time. Noiseless, no-wobble, no-sway operation. An engineering marvel.

85 YEARS OLD

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OTTAWA, ILLINOIS

MANUFACTURERS OF PLAYGROUND, GYMNASIUM AND SWIMMING POOL EQUIPMENT

Exclusive MAKERS OF THE WORLD-FAMOUS **JUNGLEGYM*** CLIMBING STRUCTURE

Reg. U. S. Pat. Off.

Catholic Education News

(Continued from page 26A)

SIGNIFICANT BITS OF NEWS

Catholic Business Education

The Mid-West unit of the Catholic Business Education Association has chosen the following new officers:

Chairman—Brother James Luke, F.S.C., St. Mary's College, Winona, Minn.

Co-Chairman Elect—Sister M. Estelle, S.S.C., Maria High School, Chicago, Ill.

Secretary—Sister M. Therese, O.S.F., Madonna High School, Aurora, Ill.

Treasurer—Sister M. Alexius, O.P., Edgewood College, Madison, Wis.

Publicity Coordinator—Brother Leo V. Ryan, C.S.V., Spalding Institute, Peoria, Ill.

Lunch Programs

School Lunch Programs now can get canned beef and frozen hamburger from the government distributing agencies.

New Association

A National Catholic Audio-Visual Educators Association will be formed, it has been disclosed, upon the recent meeting of 750 Catholic educators in their second annual audio-visual education convention held in Chicago. Father Pius Barth, O.F.M., chairman of the Department of Education at DePaul University, Chicago, was elected the new association's first president. Other officers elected are: Rev. Michael F. Mullen, C.M., of St. John's University, Brooklyn, vice-president; Jack McKay, University of Notre Dame, Ind., executive secretary; Sister Ignatia, C.S.J., of St. Paul, Minn., recording secretary; and Michael Ference, Pittsburgh, treasurer.

DIOCESAN REPORTS

High Enrollment

The Archdiocese of Indianapolis expects an all-time high in school enrollment this fall. Two new high schools will begin operations with the new term, and a third high school has been provided with a seven-classroom addition and a cafeteria. The two new high schools are Secena High School, Indianapolis, and Paul Schulte High School in Terre Haute.

The 95 grade schools in the Archdiocese are making preparations for 23,000 pupils, an increase of more than 2000 over last year. The high schools expect approximately 3400—a boost of about 400 over 1952.

Teacher Shortage

An estimated 100,000 pupils will be enrolled in the 232 Catholic elementary and high schools of the Archdiocese of Los Angeles this semester. The total enrollment for 1952 was 89,384. Seven new elementary schools and one new high school will open with the fall term.

The one big problem of the Archdiocese is the shortage of teachers, especially in the ele-

mentary grades. Two new communities of teaching Sisters from Ireland—The Irish Sisters of Charity, and the Sisters of the Holy Face—have recently been added, but there are still not enough to supply all needs.

Dept. of Special Education

In September, 1950, there was quietly organized in the Archdiocese of St. Louis a department of special education that has as its purpose the provision of special facilities of instruction for physically, mentally, emotionally, and educationally handicapped children. Included in the special services rendered for Catholic school children of the Archdiocese are remedial reading and speech services, a Catholic guidance center, and special classes.

The most praised feature of the department is its reading clinic. Children of the archdiocesan

elementary schools are accepted at the reading clinic for diagnostic and remedial work as indicated in each individual case. These children are released during school hours to attend classes at the clinic, which usually amount to two 50-minute periods weekly. During the summer, each child attends one hour daily. The average gain in reading ability is about one grade in one semester, and each child continues remedial work until he is reading on a level commensurate with his capacity. These private classes numbering no more than six pupils with approximately the same personal factors and reading disability, are taught by lay clinicians in classrooms at the clinic.

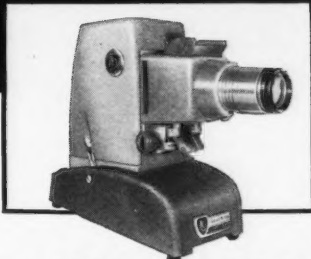
Since the beginning of the program, 498 children have been given the diagnostic tests, and 432 have been enrolled for remedial treatment.

(Continued on page 30A)

Two great NEW PROJECTORS

by

American Optical



NEW "Educator 500"

For 2 x 2 Slides and Filmstrip

Few 750 watt projectors match the brilliant picture quality of this superb 500 watt instrument—and none offer so many exceptional features. The Educator 500 projects 2 x 2 slides and single or double frame filmstrip—instantly switching from one to the other.

New Patented Filmstrip Unit guarantees safety to film. Pressure plates open before film is advanced; close after frame is in position. No more scratched or damaged film.

Patented Autofocus Changer feeds slides on one side, ejects them automatically from the other. All slides are automatically focused without readjusting.

Front rotates 360° to assure easy centering and upright frames. Choice of Americote 3½", 5", or 7" lenses. Safe, fan cooling—quiet AC motor.

All optical elements guaranteed against heat breakage. American Optical makes the most complete line of still projectors.



LARGE APERTURE

"Opaque 1000"

Now . . . AO high standards of performance from an opaque projector with 10" x 10" aperture! Years of research by AO Optical Scientists make possible the finest projector to reproduce complete pages and also provide:

- Bright, clear images in semi-darkened rooms
- Even illumination over entire screen
- Crisp, true color reproduction

The New AO Opaque 1000 brilliantly projects entire printed or written area of books, letters, work sheets—as well as innumerable opaque specimens. Blower keeps copy safely cool without a trace of "flutter". New "self-locking" platen simplifies insertion of material. Rack and pinion permits needle-sharp focusing. Spring loaded elevating legs are amazingly easy to adjust. Accessories include new "AO-LITE" Spot of Light Optical Pointer and roll feed attachment for continuous, effortless insertion of material. By far, the world's finest opaque projector.

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American Optical

PROJECTORS
CHELSEA SO. MASS.

Please send me information on . . .

- ☐ Slide & Filmstrip Projectors
☐ Opaque Projectors
☐ Lantern Slide Projectors (3½ x 4)
☐ 35mm Slide Projectors (2 x 2)

Signed

Organization

Address

Catholic Education News

(Continued from page 29A)

COMING CONVENTIONS

For other conventions in October see the CATHOLIC SCHOOL JOURNAL for September, page 58.

Oct. 19-20. Dallas, Texas, Diocesan Teachers Institute at Dallas. Chairman: Rt. Rev. Msgr. Thomas S. Zachry, 214 N. W. 20th St., Fort Worth 6; Exhibits: Rev. Zachry.

Oct. 19-23. National Safety Council at Conrad Hilton Hotel, Chicago. Secretary: R. L. Forney, 425 N. Michigan Ave., Chicago 11. Exhibits: C. H. Miller, same address.

Oct. 21-23. North Dakota Education Association at Minot, N. Dak. Secretary: Paul A. Dalager, Box 57, Bismarck. Exhibits: Mr. Dalager.

Oct. 22-23. Colorado Education Association at City Auditorium, Denver. Secretary: Philip Serafini, South High School, Denver. Exhibits: Ward B. Kimball, 1605 Penn St., Denver.

Oct. 22-23. Hartford, Conn., Diocesan Teachers Institute at W. Hartford Armory, Hartford. Exhibits.

Oct. 22-23. Delaware State Education Association at P. S. de Pont High School, Wilmington. Secretary: Howard E. Row, Room 6, Keith Bldg., Dover. Exhibits: C. Warden Gass, P. S. du Pont High School, 34th & Van Buren Sts., Wilmington.

Oct. 22-23. Indianapolis, Indiana, Diocesan Teachers Institute at Indianapolis. Exhibits.

Oct. 22-23. Indiana State Teachers Association at Hotel Lincoln, Indianapolis. Secretary: Robert H. Wyatt, 203 Hotel Lincoln, Indianapolis. Exhibits: Mr. Wyatt.



The old (left) and the new headdress of the Sisters of Loretto. Photo courtesy of the photographer, Jack J. Zehrt of St. Louis and the St. Louis Register.

Oct. 22-23. Covington, Kentucky, Diocesan Educational Association, at Covington. Exhibits.

Oct. 22-23. West Virginia State Education Association at Huntington, W. Va.

Oct. 26-27. West Virginia State Education Association at Clarksburg, W. Va.

Oct. 29-30. West Virginia State Education As-

sociation at Parkersburg, W. Va. Secretary: Mr. Phares E. Reeder, 2012 Quarrier St., Charleston. Exhibits: Miss Margaret Baldwin, same address.

Oct. 22-24. New York Library Association at Ten Eyck Hotel, Albany. Secretary: Mrs. Claire I. Goodlow, 74 Chapel St., Albany 7.

(Continued on page 32A)



to get the **MOST** out of your
TAPE RECORDER

it pays to use
professional-quality

audiotape
Trade Mark



How good should an educational recording be?

The experts agree that for most teaching applications fidelity requirements are extremely high. This is particularly true of speech, language and music study, where faithful reproduction of the original sound is a must.

That's why so many teachers throughout the country are joining the trend to Audiotape — made by audio engineers for audio engineers. Audiotape has been designed and

perfected to meet the most exacting requirements for modern, professional sound recording. Its mechanical and magnetic properties are carefully balanced to assure optimum overall performance in your recording machines.

Remember, too, that you get this extra value at no extra cost.

SEND FOR THESE FREE TEACHING AIDS



"The Teacher Talks About Sound Recording"

This 40-page booklet contains 14 prize-winning, teacher-written articles on the use of tape and disc recording in every phase of instruction.



"Audio Record"

Brings you up-to-the-minute information on all latest developments and applications of sound recording — including a complete directory of all makes and models of tape recorders. Issued 8 times a year. We'll be glad to put your name on our mailing list.

AUDIO DEVICES, Inc. 444 Madison Avenue
New York 22, N. Y.



The Kodascope Pageant Sound Projector, Model AV-151, is normally supplied with a 2-inch f/1.6 lens and 750-watt lamp. For extremely long projection throws, as in the actual auditorium scene illustrated above, the projector can be equipped with a 3- or 4-inch lens and a 1000-watt lamp. Projector, complete with 12-inch speaker and standard lens and lamp, \$530.

With the powerful new Pageant Model AV-151, you can "tailor" sound to fit the auditorium!

Auditoriums often present acoustical problems which the average 16mm. sound projector fails to overcome. Often good films are ineffectively presented because sound is "scrambled." Consequently, attention wanders. The message fails to get across. Time is wasted.

In recognition of this trouble, Kodak designed a new portable 16mm. projector for auditorium use—the Kodascope Pageant, Model AV-151—one of a series designed to meet every 16mm. requirement. This model features a 15-watt, high-fidelity amplifier with 12-inch Kodak De Luxe Speaker for extra output and speaker capacity. Separate bass, treble, and Fidelity controls enable you to tailor sound to overcome "boominess," adjust for worn sound tracks or

different emulsion positions so that you get the best results obtainable from every film.

Like *all* portable Kodak 16mm. Projectors, this model is permanently pre-lubricated—an exclusive feature with Kodak 16mm. sound equipment which eliminates the chief cause of breakdowns.*

Ask your Kodak Audio-Visual Dealer to demonstrate the full Kodak line. For extra screen brilliance, there are two Pageant models equipped with the remarkable Plus-40 Shutter—giving more than 40% extra light. For sports analysis, the new Analyst Projector is designed for heavy-duty reversing. And for "average" sound projection, the moderately priced Pageant, Model 1, is tops. Call your dealer today—or write Kodak for further information.

*Here's what A-V experts say about Pageant pre-lubrication



"Proper lubrication is essential to any moving mechanical part. The Pageant Projector's pre-lubrication is insurance against excessive wear and equipment failures, caused by lack of lubrication."

Wayne K. Newman, Mgr.
Desert Book Company
Salt Lake City, Utah



"Breakdowns help our repair business, but we'd rather keep our customers happy and satisfied with their purchases. That's why we go all out on the Pageant with its permanent lubrication."

Elmer J. Peters
J. E. Foss Company
Pittsburgh, Pa.



"Permanent lubrication is the most important development we've seen in years to assure projector dependability. Lubrication worries are over for schools and churches that use the Pageant."

Ben A. Reniz, Jr.
Baptist Book Store
Fort Worth, Texas



"You'd be surprised how many school projectors come in for repairs due to lack of lubrication. Pageant pre-lubrication saves schools on repair bills and avoids loss of use during a busy season."

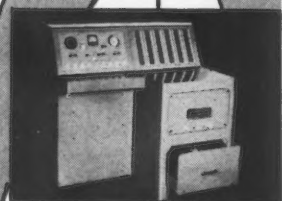
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Clarksburg, W. Va.

MOTION PICTURES . . . teach, train, entertain

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**SCHOOL
SOUND
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for only
\$1.00



You can now follow 950 school principals in all 48 states who save time with a modern, step-saving School Sound System (including AM-FM radio and 3-speed phonograph) without a big investment. Here's how our plan works:

1. Send coupon below stating number of rooms in your school.
2. We send literature, quotation and list of 950 principals who use our systems.
3. Investigate with these principals. If you're interested, we'll install a complete system (you name it) in your school (at night).
4. We then rent you this system for a small annual fee. You agree to rent system for only one year and can cancel this agreement at the end of FIRST or ANY subsequent year.
5. After renting this Sound System for 6 years, we will then sell it to you outright for only \$1.00. There are no catches! Ask us for list of your acquaintances who have responded to our offer! Then ask them! Then write us! We have no salesmen to call on you!

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COUPON!**

SCHOOL SOUND SYSTEMS, INC.
220 Delaware Ave., Buffalo 2, N. Y.

Please send me a complete list of the 950 principals in all 48 states now using your systems, plus literature and quotations.

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SCHOOL

CITY STATE

NO. OF ROOMS
Branches in Principal Cities

Catholic Education News

(Continued from page 30A)

Exhibits: Francis Stark, Queens Borough Public Library, Jamaica.

Oct. 23. New Mexico Vocational Association at Albuquerque, Secretary: Miss Evelyn Gose, 4200 E. Roma, Albuquerque. No exhibits.

Oct. 23-25. Confraternity of Christian Doctrine, Regional Congress, New York, at Sheraton Hotel, Rochester. Chairman: Rev. Albert H. Schnacky, 50 Chestnut St., Rochester. Exhibits.

Oct. 26. Corpus Christi, Texas, Diocesan Teachers Institute at Exposition Hall, Corpus Christi. Chairman: V. Rev. Harold F. Palmer, Superintendent of Catholic Schools, 609 E. Gramma St., Beeville, Tex. Exhibits: Rev. Palmer.

Oct. 27-28. Portland, Maine, Diocesan Teachers Institute at Guild Hall, Portland.

Oct. 28-30. New Mexico Education Association at Albuquerque High School, Albuquerque. Secretary: Wm. B. O'Donnell, P.O. Box 1499, Santa Fe. Exhibits: Mr. O'Donnell.

Oct. 28-30. South Dakota Education Association at Mitchell, Aberdeen, and Lead. Secretary: F. A. Strand, 218 S. Main, Sioux Falls. Exhibits: Mr. Strand.

Oct. 28-30. Virginia Education Association at Hotel John Marshall, Richmond. Secretary: Robert F. Williams, 116 S. 3rd St., Richmond. Exhibits: T. Preston Turner, 116 S. 3rd St., Richmond.

Oct. 29. Little Rock, Arkansas, Diocesan Teachers Institute at Mt. St. Mary's Academy, Little Rock. Chairman: Rev. John W. Kordsmeier, 305 W. 2nd St., Little Rock. Exhibits.

Oct. 29-30. Minnesota Vocational Association at Hotel Radisson, Minneapolis. Secretary: A. Donald Beattie, 488 Wabasha St., Shubert Bldg., St. Paul 1. Exhibits.

Oct. 29-30. Oklahoma Education Association at Municipal Auditorium, Oklahoma City. Secretary: Ferman Phillips, 323 E. Madison, Oklahoma City. Exhibits: A. L. Bondurant, 323 E. Madison, Oklahoma City.

Oct. 29-30. Oklahoma Industrial Arts Association at Capitol Hill Senior High School, Oklahoma City. Secretary: Cary L. Hill, A & M College, Stillwater, Okla. Exhibits: Kelley Mudd, Capitol Hill Senior High School, Oklahoma City.

Oct. 29-30. Providence, Rhode Island, Diocesan Teachers Institute at La Salle Academy, Providence. Chairman: Rt. Rev. Msgr. Thomas V. Cassidy, 25 Fenner St., Providence. Exhibits: Brother Aloysius, F.S.C., La Salle Academy, 612 Academy Ave., Providence.

Oct. 29-30. East Tennessee Education Association at University of Tennessee, Knoxville. Secretary: Mack P. Davis, E. Tenn. State College, Johnson City. Exhibits: D. M. Galloway, 2513 Parkview Ave., Knoxville.

Oct. 30. Virginia Vocational Association at Virginia Education Association, Richmond. Secretary: Richard Almarode, Suffolk High School, Suffolk. Exhibits: Preston Turner, 116 S. Third St., Richmond.

Oct. 31. Midwest Unit C.L.A., annual meeting at Sacred Heart College, Wichita, Kans. "Libraries Are Founts of Our Christian Culture."

Nov. 3-5. Confraternity of Christian Doctrine, Province of San Antonio at Herring Hotel, Amarillo, Tex. Chairman: Rev. Richard Vaughn, Box 2009, Amarillo. Exhibits.

Nov. 4-6. Arkansas Education Association at Field House (High School), Hot Springs, Ark. Secretary: Hoyte R. Pyle, 1500 W. 4th St., Little Rock. Exhibits: Miss Hattie Ann Kelso, 511 Willow North, Little Rock.

Nov. 4-6. Missouri State Teachers Association at Statler & Jefferson Hotels, St. Louis, Mo.

(Concluded on page 34A)

rhythms for children



Another important HONOR YOUR
PARTNER teaching aid by
Ed Durlacher.



Here is an album presented expressly to aid those who teach rhythms and musical appreciation to the youngest in schools, recreation departments and day schools. This is the only available rhythm recording using Ed Durlacher's simplified system of teaching coupled with a full orchestral background. The perfect rhythm beat and tempo of the music by the Top Hands and Ed Durlacher's clear and concise instructions are combined to make this the ideal teaching aid for rhythms.

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"Teachers are most impressed with the simplicity and clarity of instruction, precise timing, steady rhythmic music, durability of material and Ed Durlacher's friendliness in teaching."

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Southern Illinois University

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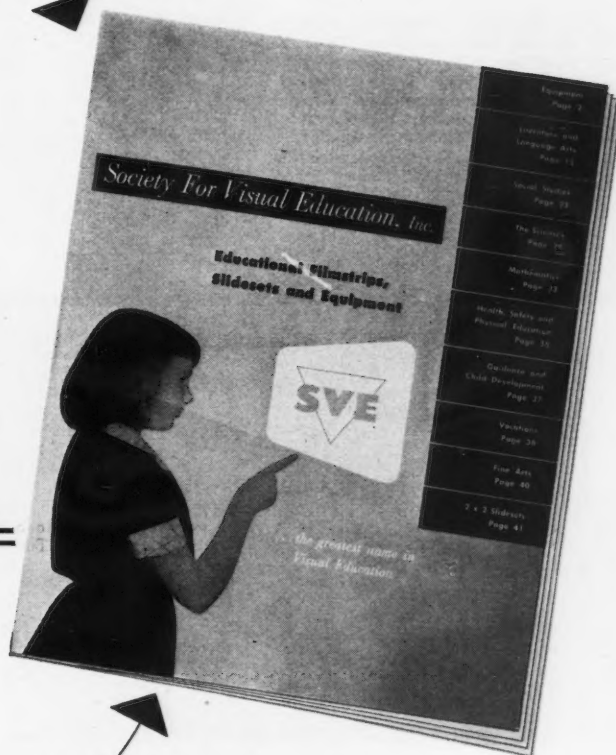
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**announces its
all-new, 56-page
EDUCATIONAL
CATALOG**



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**FREE UPON
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SCHOOL _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

Catholic Education News

(Concluded from page 32A)

Secretary: Everett Keith, Missouri State Teachers Assn., Columbia, Mo. Exhibits.

Nov. 5. Iowa Vocational Association at Hotel Savery, Des Moines, Iowa. Secretary: Mark Z. Hendren, State Office Bldg., Des Moines. No exhibits.

Nov. 5. Wisconsin Industrial Arts Association at Auditorium, Milwaukee, Wis. Secretary: Leo Ebben, High School, Kohler. No exhibits.

Nov. 5-6. Kansas State Teachers Association at Topeka, Wichita, Salina, Hays, Dodge City & Pittsburg. Secretary: C. O. Wright, 315 W. 10th St., Topeka. Exhibits.

Nov. 5-7. Iowa State Education Association at Hotel Fort Des Moines, Des Moines, Iowa. Secretary: Charles F. Martin, 415 Shops Bldg., Des Moines. Exhibits.

Nov. 5-7. Wisconsin Education Association at Auditorium and Arena, Milwaukee. Secretary: O. H. Plenzke, 404 Insurance Bldg., Madison. Exhibits: Mr. Plenzke.

Nov. 6-7. Arizona Education Association at University of Arizona, Tucson. Secretary: Walter Maxwell, Arizona Education Association, 3636 N. 15th Ave., Phoenix. Exhibits: Mrs. Pauline Poage, c/o Association.

Nov. 6-7. New England Industrial Arts Teachers Association at Stratfield Hotel, Bridgeport, Conn. Secretary: Arthur I. Martin, State Teachers College, Gorham, Maine. Exhibits: James Lindstrom, Central High School, Lyons Terrace, Bridgeport.

Nov. 8-12. American School Health Association

at Hotel New Yorker, New York. Secretary: Dr. A. O. DeWeese, Kent, Ohio. No exhibits.

Nov. 9-13. American Public Health Association at Statler Hotel, New York City. Secretary: Reginald M. Atwater, M.D., 1790 Broadway, New York 19. Exhibits: Williamina Rayne Walsh, 1790 Broadway, New York 19.

Nov. 9-13. National Catholic Welfare Conference, Youth Dept., at Hotel Bradford, Boston, Mass. Director: Msgr. Joseph E. Schieder, National Youth Director, 1312 Massachusetts Ave., N.W., Washington 5, D. C. Exhibits.

Nov. 12-13. Richmond, Virginia Diocesan Teachers Institute at St. Joseph's Villa, Richmond, Va. Chairman: Rev. J. L. Flaherty, 807 Floyd Ave., Richmond. Exhibits: Miss Grace Dunn, same address.

Nov. 12-14. Mississippi Valley Industrial Arts Conference at Lasalle Hotel, Chicago. President: Verne C. Fryklund, Stout Institute, Menomonie, Wis.

Nov. 12-14. New Jersey Education Association at Haddon Hall Hotel, Atlantic City, N. J. Secretary: Dr. Frederick L. Hipp, 180 W. State St., Trenton. Exhibits.

Nov. 13. Illinois Catholic Secondary School Principals Conference at Hotel Abraham Lincoln, Springfield, Ill. Chairman: Very Rev. Joseph Battaglia, O.S.B., 631 N. Lake St., Aurora, Ill. No exhibits.

Nov. 16-19. American Occupational Therapy Association at Shamrock Hotel, Houston, Tex. Exhibits: Miss Josephine Davis, 2239 Larimer St., Denver, Colo.

Nov. 23. American Technical Education Association at Hilton Hotel, Chicago. Secretary: Frank J. Coyle, 23 S. Pearl St., Albany, N. Y.

Nov. 23-24. New York State Teachers Association at Hotel Syracuse, Syracuse, N. Y. Secretary: G. Howard Gould, 152 Washington Ave., Albany 10. No exhibits.

Nov. 23-25. Louisiana Education Association at Southwestern Louisiana Institute, Lafayette, La. Secretary: N. B. Hackett, Box 1906, Baton Rouge, La. Exhibits: Mr. Hackett.

Nov. 23-27. American Vocational Association at Hilton Hotel, Chicago. Secretary: Dr. M. D. Mobley, 1010 Vermont Ave., N.W., Washington 25, D. C. Exhibits: Arthur J. LaPointe, Board of Education, 228 N. LaSalle St., Chicago.

Nov. 26-28. Central Association of Science and Mathematics Teachers at Congress Hotel, Chicago.

Nov. 26-28. National Council for the Social Studies (NEA) at Hotel Statler, Buffalo, N. Y. Secretary: Merrill F. Hartshorn, 1201 Sixteenth St., N.W., Washington 6, D. C. Exhibits: Mr. Hartshorn.

Nov. 26-28. National Council of Teachers of English at Statler Hotel, Los Angeles, Calif. Secretary: W. Wilbur Hatfield, 8110 S. Halsted St., Chicago 20. Exhibits: Frank E. Ross, Jr., same address.

Nov. 26-28. Texas State Teachers Association at Adolphus & Baker Hotels, Dallas. Secretary: Charles H. Tennyson, 316 W. 12th St., Austin. Exhibits: Mr. Tennyson.

Nov. 27-28. Los Angeles, California Archdiocesan Teachers Meeting at Los Angeles. Chairman: Rt. Rev. Patrick J. Dignan.

Nov. 30-Dec. 2. Northwest Association of Secondary and Higher Schools at Edward Meany Hotel, Seattle, Wash. Secretary: F. L. Stetson, University of Oregon, Eugene. No exhibits.

INFORMATION ABOUT RUSSIA

Rev. Andrei Ouroussoff, S.J., a native Russian Jesuit at the Russian Center of Fordham University, 1619 Broadway, Room 906, New York 19, N. Y., is planning to issue a series of newsletters about Russia. He invites you to send your name and address.



A New LOW COST WARDROBE
Practical, Easy to Install

Every up-to-date feature has been incorporated in this convenient, good-looking school wardrobe. Finely engineered in non-peeling aluminite finish . . . this well-made, easy-to-install coat and hat rack represents an exceptional "buy" . . . especially when combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof Fiberglas gliding curtaining. Compact, space-saving, this wardrobe deserves your careful consideration. *Write for literature.*




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Equipped to serve up to 60 rooms, RCA Consolette mounted on matching console base, complete with AM-FM radio and phonograph turntable.

Streamline administration these 4 ways with RCA's Full-Function Consolette

Here's the answer to a thousand-and-one administrative details—the RCA Full-Function Consolette. Use it to distribute administrative information, instruction, music, radio broadcasts, and school entertainment to any list of rooms in your school. Use it to give yourself more time for important administrative affairs. It's faster than holding an assembly, more effective than distributing a memo. And it's built to perform with RCA superiority.

FOR INFORMATION on RCA Sound Systems contact your RCA Sound Distributor or MAIL COUPON NOW

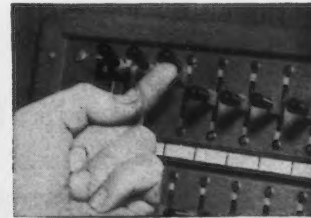


SOUND PRODUCTS

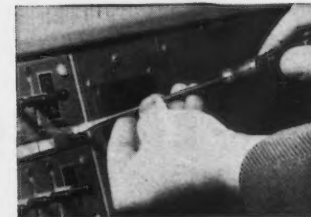
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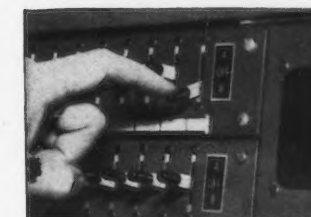
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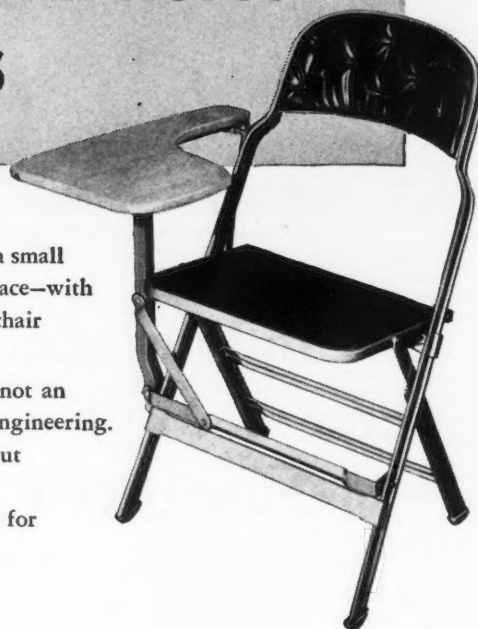
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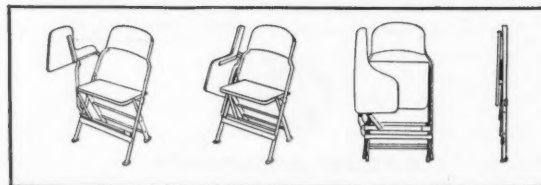
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New Books

(Continued from page 8A)

University of America Press, Washington 17, D. C.

This is the proceedings of the first workshop on special education of the exceptional child sponsored by the Catholic University, June, 1952. The papers deal with psychological problems, remedial reading, the mentally and socially maladjusted, speech correction, the gifted child, etc.

The Philosophy of Knowing

By Joseph D. Hassett, S.J., Robert A. Mitchell, S.J., and J. Donald Monan, S.J. Cloth, 179 pp., \$3. The Newman Press, Westminster, Md.

This brief epistemology is a successful departure from the old, formal type of textbooks which have made scholastic philosophy less popular and certainly less useful for daily living than it should be in Catholic colleges. The approach of the book is that of making the student aware of the fact that true and certain knowledge is necessary to make clear the norms of truth, and to set up in the students habits of thought, the analysis, the limitations, and the types of judgments in situations of less than absolute certitude and conviction. The book is eminently teachable.

The Index to the New Testament and the Topical Analysis of the New Testament

By Aloysius H. Seubert. Cloth, 150 pp., \$10. Universal Publications, Aloysius H. Seubert, P.O. Box 201, San Diego 10, Calif.

The *Index* or first section of the book is a very useful guide by which the lay reader can locate the passages in the New Testament which treat any subject in which he is at the moment interested. The subjects are arranged alphabetically; for example: Aaron, Abraham, Absolution, Ascension, Baptism, Beatitude, etc.

The *Topical Analysis*, which occupies about half of the volume, lists the contents or subject matter treated in the separate books of the New Testament, chapter by chapter. This will serve as an outline or résumé for the student or reader.

Occupational Information: Its Development and Application

By Carroll L. Shartle, Ph.D. Second Edition, Cloth, 425 pp., \$5. Prentice-Hall, Inc., New York, N. Y., 1952.

This second edition of a book first published in 1946 will supply to the teacher the background of the information which he has available to pass out. It also will help him to make allowances for local conditions.

The subjects covered include needs and uses of occupational information, obtaining information, describing jobs and occupations, classifying occupations and jobs, using the *Dictionary of Occupational Titles*, occupational families, entry fields of work, military occupations, industries and patterns of occupations, jobs for the handicapped, and employment and training opportunities.

The current world situation makes the 34-page chapter on military occupation particularly vital. The increasing social realization that the handicapped are a source of man power makes the 40-page chapter on the handicapped *must* reading for many teachers.

The four appendixes give sources of published occupational information materials, samples of a job analysis schedule, Bureau of Census, occupational and industrial classification, the New York plan for filing unbound occupation information. For the small school which is conscientiously trying to do a job and has difficulty keeping track of the material the last appendix is worth the price of the book—even if one does not utilize anything of it.

For the teacher who has not had formal training in the guidance field, Shartle's *Occupational*

Information will be an eye opener. It furnishes a vast amount of information and a method of operation which the teacher can use many times each day in talking with students.—Richard S. Fitzpatrick

A History of Psychology in Autobiography

Ed. by H. S. Langfeld, E. G. Boring, H. Werner, R. M. Yerkes. Volume IV. Cloth, 356 pp., \$7.50. Clark University Press, Worcester, Mass., 1952.

One of the most fascinating things in the history of any social science is the life of the men who contributed to its growth and significant developments. This fourth volume in a series supplies this information on 15 more psychologists in their own words. This is the first volume in 15 years. The first three were edited by the very famous Carl Murchison. The present editors were appointed by the American Psychological Association to bring the work up to date.

Volume IV of *A History of Psychology in Autobiography* covers eight Americans and seven European psychologists who can be called distinguished. All except one are more than 60 years old.

The psychologists included are the late Walter Van Dyke Bingham, Washington, D. C.; Edwin Garrigues Boring, Harvard University; Cyril Burt, University College, London; Richard M. Elliott, University of Minnesota; Agostino Gemelli, Università del Sacro Cuore, Milan; Arnold Gesell, Gesell Institute of Child Development; Clark L. Hull, Yale University; Walter S. Hunter, Brown University; David Katz, Stockholm University; Albert Michotte, University of Louvain; Jean Pisquet, University of Paris; Godfrey Thomson, Edinburgh University; L. L. Thurstone, University of Chicago; Edward Chace Tolman, University of California.—Richard S. Fitzpatrick

(Continued on page 40A)



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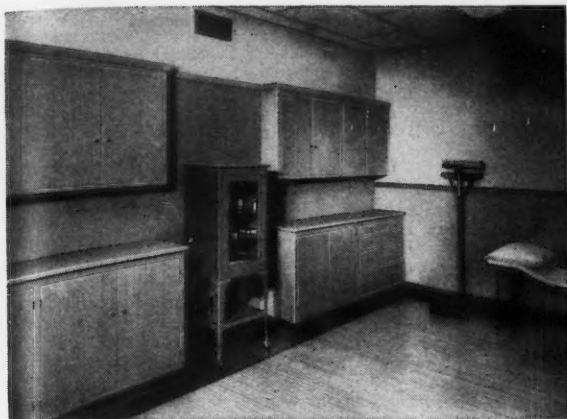
How beautiful Weldwood cuts school maintenance costs



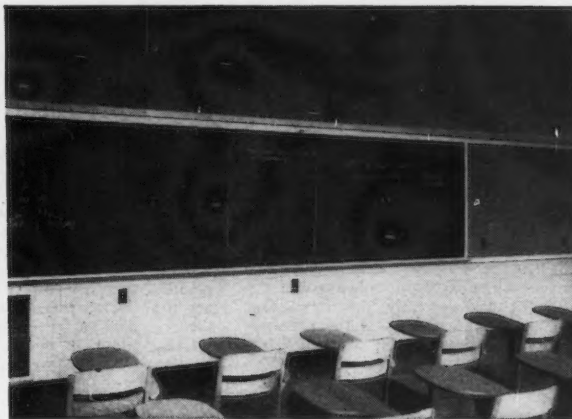
WELDWOOD OAK PANELS give reading room inviting, informal atmosphere in the Unqua School. Weldwood hardwood panels grow more attractive with time, retain their beautiful finish indefinitely. Architect: George J. Dippell.



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City..... State.....

New Books

(Continued from page 37A)

The White Monks

By Louis J. Lekai. Cloth, 334 pp., \$4.75. Cistercian Fathers, Okauchee, Wis.

This carefully written history of the Cistercian Order traces the work and the vicissitudes of the White Monks from their beginning in the ninth century down to the present day. The early monastic practices under the original rule, and the changes which the religious upheavals of the centuries brought are carefully described. Due attention is given to the reforms of the sixteenth century and to the establishment of the Cister-

cians of the Strict Observance. The decline of the Order in France and its virtual extinction during the French Revolution and the period of secularization which followed in all the European countries was the saddest chapter in the life of the Order. The restoration which began in the 1850's and the fine renaissance of the numerous abbeys in western Europe, together with the steady growth of the missions all over the world, point to the ever watchful virility of the Order.

A better insight into the real meaning of Cistercian life as a strong form of monastic institution is the second part of this book which explains, with constant reference to historic happenings, the Cistercian culture. Separate chapters are devoted to the special characteristics of the early as well as the present spirituality, the deep learning not only in the profane studies but es-

pecially in the liturgy, Scripture, etc. A revealing chapter is devoted to the economy of the abbeys and the adaptations which the monks under the feudal agrarian economy made to later medieval conditions, and as the centuries passed to the economic crises of the Reformation and the Renaissance and the passing of the oppression which the peasants suffered until the close of the French Revolution. The book is amply supplied with maps, historical statistics, and a bibliography.

The Two Sovereignities

By Joseph Lecler, S.J. Cloth, 186 pp., \$3.75. Philosophical Library, New York.

This book, a translation from the French, takes up the doctrinal aspects of the Church's continued attitude that, since its primitive days, the Church is an independent society with primacy in matters spiritual. In keeping with the teaching of the Church, the author holds that these separate sovereignties of Church and State should be harmonized for the general welfare. Necessarily the spiritual is intrinsically the dominant factor. In Part Two, the author traces the historic changes in relations, the vast difficulties, and the several solutions suggested in troublesome times in history for the harmonization of Church and State relations. The dual sovereignties of Church and State will always involve severe struggles, particularly in the modern laicized state. These struggles, however, must be used to enrich the Church's opportunities to purify and to provide providential correctives to the State and to lead the citizen to heaven.

Higher Education Is Serious Business

By Harry L. Wells. Cloth, 237 pp., \$3.50. Harper & Brothers, New York 16, N. Y.

This book, based on the author's many years of experience as business manager of Northwestern University, discusses the educational effects of business policies and management techniques on the educational program and the learning situation of college students. If the reader disagrees with the author's total educational philosophy, he will appreciate the soundness of the business methods proposed for the long-range security of institutions and the economy of immediate operations.

Brownson on Democracy and the Trend Toward Socialism

By Lawrence Roemer. Cloth, 189 pp., \$3.75. Philosophical Library, New York, N. Y.

This book summarizes Brownson's thinking on government, the State, and the American Republic. It is remarkable that although Brownson wrote during the third quarter of the past century, his opinions are of more significance today than they were during his lifetime. His predictions concerning socialistic trends in the United States had all the elements of true prophecy.

Black-Robed Samson

By Harold W. Sandberg. Cloth, 76 pp., \$1.50. The Grail, St. Meinrad, Ind.

Here is a story with plenty of action and suspense. Called "Samson" because he was so strong, Peter de Smet needed his powerful physique to be a missionary among the Indians of the Middle West. He proved a match for the fierce, brutal Indian warriors, and in time they learned to love and respect him. This story of "The Apostle of the Indians" is slanted to appeal to boys, as it certainly will.

The Home and Its Furnishings

By Ruth Morton. Cloth, 479 pp., \$3.80. McGraw-Hill Book Co., New York 36, N. Y.

This high school course emphasizes the study of color; the artistic and practical aspects of furni-

(Continued on page 42A)



"We cut our towel bill IN HALF!"

A school district in Texas, with an enrollment of close to 5,000 pupils, installed MOSINEE Zip-Towels and Sentinel Cabinets throughout the district.

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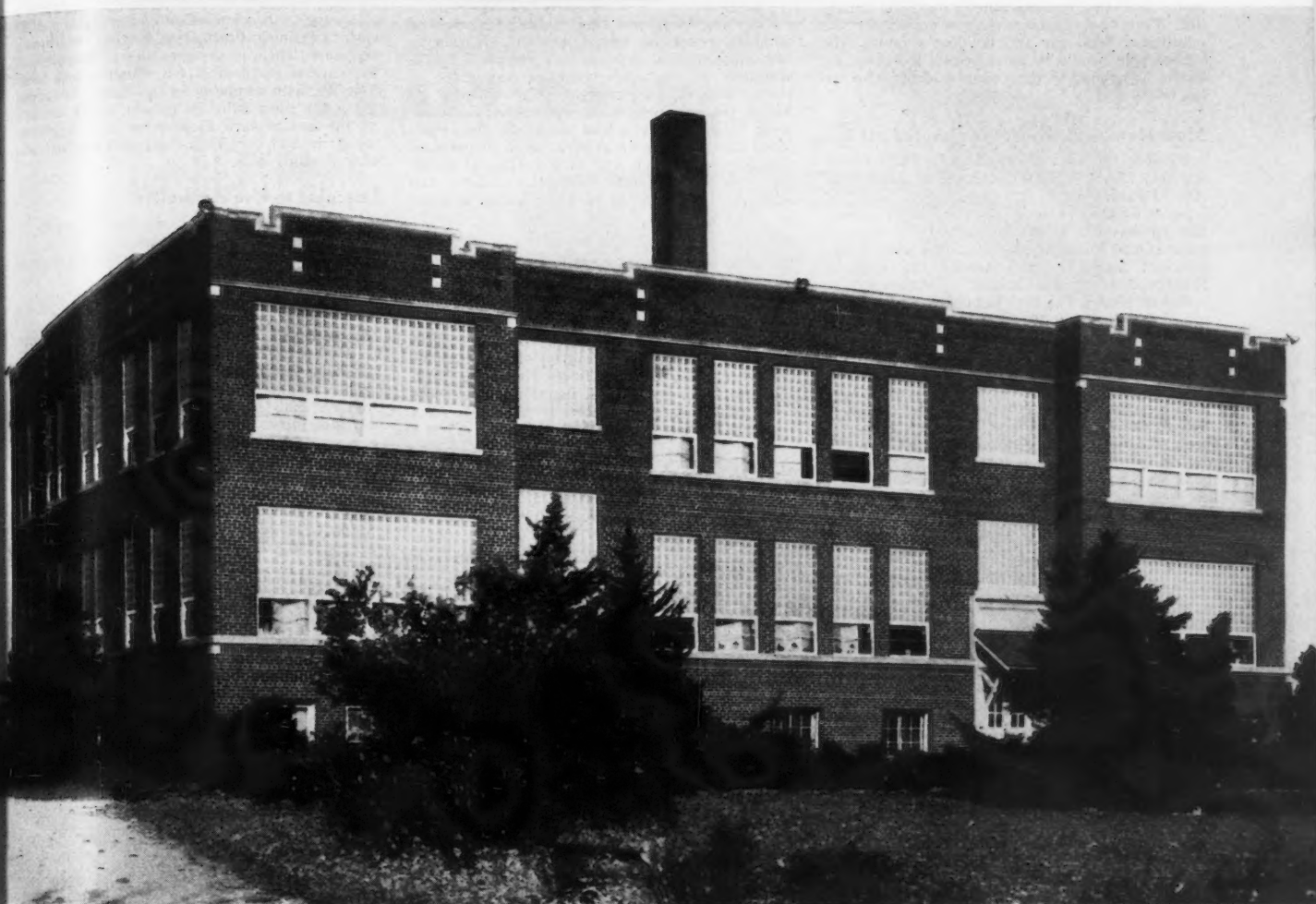
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The York Township School, Clyde, Ohio, is typical of the buildings erected in the 1920's and now faced with maintenance problems. Foremost among this school's problems was what to do about worn-out window sash. Gradually the wooden sash had deteriorated and even continual, expensive maintenance did not provide proper protection from cold wintry blasts.

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New Books

(Continued from page 40A)

ture design and construction; the selection of fabrics for window hangings, furniture upholstery, and floor coverings; the use and value of accessories, such as lamps, brackets, ornaments, and utilities of all kinds. An important series of chapters takes up the problems of managing the house and the housekeeping aspects of family life. Two final chapters suggest principles for selecting a home site and building a house. The bibliography would be more helpful if it were selective as applied to the young students who use the book.

Most Rev. Anthony J. Schuler, S.J., D.D.

By Sister M. Lilliana Owens, S.L., Ph.D. Cloth, 608 pp., \$3.50. Revista Catolica Press, P.O. Box 203, El Paso, Tex.

Sister Lilliana, a well-known research worker and an associate editor of *Revista Catolica*, an international Hispanic-American magazine, is the principal author of this work. The book is Number 3 of "Jesuit Studies—Southwest."

Bishop Schuler, the first bishop of El Paso, assumed his duties in 1915. At that time the new diocese contained 64,000 Catholics in an area of 68,394 square miles. When he retired, 27 years later, there were 123,000 Catholics in the diocese.

The author calls her work a source book rather than a biography. A subtitle states that, in addition to the facts concerning Bishop Schuler, the book records "some Catholic activities in the diocese between 1915 and 1942." The term "source book" is an apt description since the author has not hesitated to devote many chapters to the life and work of other persons and to various phases of American Church history even when these are

rather indirectly pertinent to the life of her subject.

The whole collection of narrations is well documented and should be of help to any student or writer of Church history in the Southwest or in other parts of the United States.

Algebra: Its Big Ideas and Basic Skills

By Aiken and Henderson. Cloth, 427 pp., illustrated, \$2.48. Harper & Brothers, New York 16, N. Y., 1950.

The "big ideas and basic skills" are: general numbers, equations, signed numbers, dependence and mathematical relationship, graphical representation of algebraic quantities, exponents at work, indirect measurement. The purpose of basing the presentation of the subject on these seven "big ideas" is to lead the pupil: "to understand the purposes of algebra, as a language of quantitative relations and as a method of thinking"; "to see the value of each successive step in the course"; and "to see the meaning of what he is studying."

Neighbors in Latin America

By Norman Carls and others. Cloth, 299 pp., illustrated, \$3.20. The John C. Winston Co., Philadelphia 7, Pa., 1951.

A one-year course in geography of Latin America. The text is definitely of the human-interest variety. It is profusely illustrated from photographs and drawings, diagrams, human-use maps, etc. An excellent feature is: a 31-page atlas of the world.

Neighbors in the U. S. and Canada

By J. Russell Smith and Frank E. Sorenson. Cloth, 389 pp., illustrated, \$3.40. The John C. Winston Co., Philadelphia 7, Pa., 1951.

One of the "Our Neighbors' Geography" series with the same treatment and format as *Neighbors in Latin America*.

Makers of the Americas

By Marion Lansing, W. L. Chase, and Allan Nevins. Cloth, 480 pp., illustrated, \$2.80. D. C. Heath & Co., Boston, Mass., 1951.

This is a well-written history of the Americas for the elementary school. It begins with the Vikings' discovery of Vinland and proceeds to the discoveries and colonization of Columbus and the various Spanish, Portuguese, English, and French explorers. Then it sketches the development of the various parts of North, Central, and South America, with emphasis on the United States and leaves the story with the present world situation. At the end of each chapter we find suggestions for study and discussion, suggested readings, and various study aids.

Learning to Use Arithmetic

Readiness Book. Paper, 64 pp., 52 cents. D. C. Heath & Co., Boston, Mass.

The first number ideas are attractively presented in picture, game, and word.

Learning to Use Arithmetic

Book II. By Agnes G. Gunderson and George E. Hollister. Paper, 96 pp., 64 cents. D. C. Heath & Co., Boston, Mass.

This workbook carries along number ideas and the first skills in using number combinations in play and other lifelike situations.

Calvary in China

By Rev. Robert W. Greene, M.M. Cloth, 244 pp., \$3.50. G. P. Putnam's Sons, New York, N. Y.

(Continued on page 44A)

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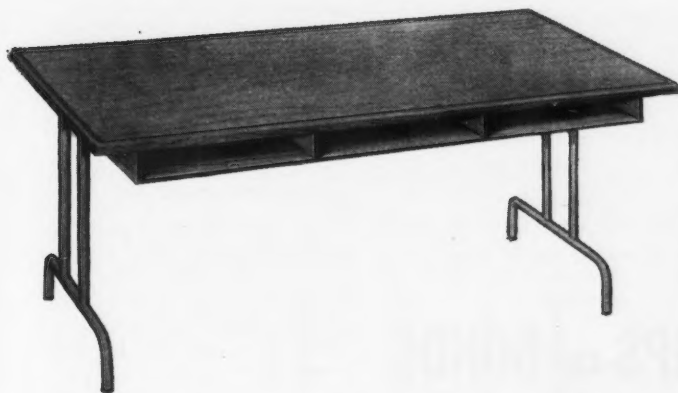
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New Books

(Continued from page 42A)

An account of a Maryknoll Missioner's adventures with the Communists, both through party systems and personalities, while imprisoned in the Catholic Mission Compound at Tung-An, South China. Father Greene's 15 years in China became a profound spiritual experience climaxing in months of "house arrest," mental torture, and trial by the People's Court. This story is particularly interesting because it does not dwell on

the physical tortures inflicted—they are fully but dispassionately related—but on the heart-sickness of a priest not able to perform his priestly duties for his people, seeing Catholics reverted to pagans, seeing his parishioners and friends betraying and reviling him, and always his fear of denying the priesthood under torture.

Father Greene's account is clear, unpretentious, without heavy dramatic emphasis and without self-pity. Much as he has resisted, it seems he has had his "brain washed" after all—of pride and desire for material accomplishment and bodily comfort. Another living testimonial to the fact that our only real necessity is God's grace.



Here's a teacher who practices what she teaches! She's buying Savings Bonds regularly through the Payroll Savings Plan in her school system, and encouraging her pupils to save through the School Savings Program for Savings Stamps. Both plans are important elements of the United States Savings Bonds program—America's greatest thrift campaign.

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Arithmetic, the World of Numbers (7)

By Dale Carpenter and Elizabeth Cuthbertson. Cloth, 336 pp., illustrated, \$1.68. The Macmillan Co., New York, N. Y.

Arithmetic, the World of Numbers (8)

By Dale Carpenter and George F. Drake, Jr. Cloth, 376 pp., illustrated, \$1.68. The Macmillan Co., New York, N. Y.

These are the seventh and eighth grade books of a six-book series of a well-graded, functional course which makes arithmetic meaningful to the students by simple explanations backed up with examples and pictures. The principles are learned through exercises and examples taken from the everyday life and interests of the children. The books are eminently practical.

Saint Philomena, Powerful With God

By Sister Marie Helene Mohr, S.C. Cloth, 136 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis.

An enthusiastic discourse on St. Philomena, 13-year-old virgin-martyr to whom "nothing is refused." Assembled here are accounts of the discovery of her tomb, her early miracles, the spreading of devotion and veneration to various countries, her affiliation with other saints of the time, her personal revelations—and always the many miracles great and small, important and trifling. Some details of the saint's short life have been pieced together since her canonization, and are included here; St. Philomena has the distinction of being the only saint canonized solely on the basis of her powerful intercession, for nothing was known of her at the time except her name and the signs of her martyrdom.

Kit Carson, Mountain Man

By Margaret E. Bell. Cloth, 71 pp., \$2. Wm. Morrow and Co., Inc., New York 16, N. Y.

The story of Kit Carson is an appealing one to all readers, and this condensation of the tough-skinned pioneer's life is told with gusto and obvious admiration for the rawboned Missouri trapper. Its audience should be found in the late primary grades, since the tale is fast moving and linked with interesting accounts of buffalo hunts. Apache and Blackfoot wars, while the story centers about the growth of the country as well as the life of Kit Carson.

Cathedrals in the Wilderness

By J. Herman Schauinger. Cloth, 350 pp., illustrated, \$4. The Bruce Publishing Co., Milwaukee 1, Wis.

A biography full of human interest for the general reader as well as the scholar. In fact, it may be said to present several biographies. The main character is Bishop Benedict Joseph Flaget, of Bardstown, Ky. The author, a professor of history at the College of St. Thomas, St. Paul, Minn., has had access to a vast reservoir of correspondence of Bishop Flaget and other pioneers.

Little Rhody

By Neta Lohnes Frazier. Cloth, 152 pp., \$2.75. Longmans, Green and Co., Inc., New York 3, N. Y.

This tidy little tale of Rhoda Rebecca Sperry should be a delight to the middle primary grade readers. Telling the story of a little girl and her family who move from their comfortable city home in Cazedonia, New York, to a Michigan farm, the author gives an informative and real-feeling "life of the times" picture of 1875 and of a small girl.

The Teaching of Spelling

By James A. Fitzgerald. Cloth, 249 pp., illustrated, \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1951.

(Continued on page 46A)



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The Mary Bray Elementary School, Mt. Ephriam, N. J. Architect: Edwards & Green, Camden, N. J. Contractor: George Bachmann Co., Camden, N. J. Windows: Lupton Steel Architectural Projected.

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New Books

(Continued from page 44A)

Teachers will find the application of the principles set forth in this latest book by the head of elementary education at Fordham University, who is a specialist in spelling and the author of a series of spelling textbooks, a great help to success.

A Basic Life Spelling Vocabulary

By James A. Fitzgerald. Cloth, 171 pp., \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1951.

The author assumes that this companion volume to *The Teaching of Spelling* will be used in connection with a study of the larger book. It takes its title from Chapter 4 which devotes 78 pages to reproducing and explaining the author's list of 2650 words most of which are found in the various popular lists. The volume, in addition to this valuable list of words, contains a study of the importance of planning a curriculum (especially in regard to spelling), a summary of investigations of various experts in teaching spelling, suggestions for selecting words, and a chapter on the grade placement of words.

Design Your Home for Living

By Mabel B. Trilling and Florence Williams Nicholas. Cloth, 416 pp. J. B. Lippincott Co., Philadelphia 5, Pa.

This book provides a full course in planning and selecting furnishings and interior decoration of homes. Some attention is also given to exterior design, the remodeling of homes, and the planning of a simple garden. The standards for design and color, as well as quality, are high. Evidently the authors have had in mind the homes possible to families of better than average income.

Effective Reading Instruction (2nd Ed.)

By M. E. Broom and others. Cloth, 511 pp., illustrated, \$4.50. McGraw-Hill Book Co., New York 18, N. Y., 1951.

This is a thorough revision of a popular professional book introducing the later conclusions of research, describing new mechanical instruments for measuring speech and sight, and bringing the bibliographies up to date. Among the phases of teaching reading discussed are vocabulary problems, oral and silent reading in various grades, measurements, and diagnostic and corrective practices in the elementary school.

General Business With Applied Arithmetic (6th Ed.)

By Ernest H. Crabbe and Paul L. Salsgiver. Cloth, 672 pp. South-Western Publishing Co., Cincinnati 2, Ohio, 1951.

Applied studies in personal business, banking, credit, insurance, savings, transportation, etc. Presents the high school student with a clear picture of the principles of business which he needs for his everyday living and for business in which he will engage after he has completed his formal education.

Life and Work of Van Gogh

By Carl Nordenfalk. Cloth, 206 pp., \$6. The Philosophical Library, New York, N. Y. Addressed to mature art students.

The Rosary: A Social Remedy

By Rev. Thomas Schwertner, O.P., revised by Rev. Vincent M. Martin, O.P. Cloth, 149 pp., \$2.75. The Bruce Publishing Co., Milwaukee 1, Wis., 1952.

(Concluded on page 47A)

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Esterbrook Pens encourage better handwriting—neater, clearer, more legible writing—because they let the student choose precisely the right point for the way he writes... the right point for the system you teach.

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New Books

(Concluded from page 46A)

A practical study for May or October or for any other time. It is one of the last books of the Science and Culture Series edited by Rev. Joseph Husslein, S.J., who has departed from this world since the book was published.

Teaching the Christian Virtues

By Rev. William H. Russell. Cloth, 208 pp., \$2.75. The Bruce Publishing Co., Milwaukee 1, Wis.

"Doctrines about Christ do receive attention in the classroom; but it cannot be said that the students learn *Christ* in the classroom, even when we grant many exceptional cases." Father Russell tries to show teachers how to teach their students to live as Christ showed them how to live.

The Woman Shall Conquer

By Don Sharkey. Cloth, 318 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis., 1952.

A complete record of the apparitions of the Blessed Virgin Mary since 1830, in the order of their occurrence, relating them to the time and place of their happening and linking their meaning to world conditions.

NEA Publications

The Expanding Role of School Patrols

By the NEA National Commission on Safety Education. 36 pp., 50 cents. Deals with various activities of school patrols in elementary and high schools.

No. 2, Auditoriums

By NEA Dept. of Audio-Visual Instruction. 40 pp., \$1. Discusses planning auditoriums for use of motion pictures and all kinds of visual aids.

The Teacher-Fireman Team

By NEA National Commission on Safety Education, and National Fire Protection Association. 20 pp., 15 cents.

The Function of Music in the Secondary School Curriculum

By National Association of Secondary-School Principals, and Music Educators National Conference. 128 pp., \$1.50.

Science in the Secondary School Today

By National Science Teachers Association, and National Association of Secondary School Principals. 272 pp., \$1.50.

To obtain these publications address:
National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

HFC Money Management Library

Booklets published by the Consumer Education Dept. of Household Finance Corporation, 919 North Michigan Ave., Chicago 11, Ill.

A practical, inexpensive aid in the home-economics department, this "library" currently consists of ten booklets: *Your Budget*, *Children's Spending*, *Your Health Dollar*, *Your Food Dollar*, *Your Clothing Dollar*, *Your Shelter Dollar*, *Your Home Furnishings Dollar*, *Your Recreation Dollar*, *Your Shopping Dollar*, and *Consumer Credit Facts for You*. The library set is available free to school libraries upon request by the school librarian on official stationery. All new and revised booklets will be supplied, also, as they appear.

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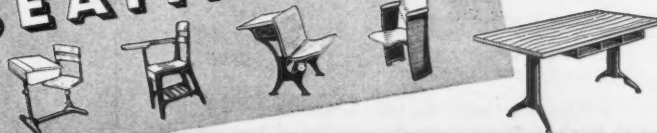


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BUILDING NEWS

IN CALIFORNIA

Pius X High School, Hollydale

A new co-educational high school will open with the fall term in Los Angeles County. Pius X High School, at Paramount Blvd. and Gardendale St., will open September 14 with at least 400 students; plans include expansion to accommodate 1000 in future years.

The initial unit of the new building is a two-story U-shaped structure containing 16 classrooms, a chapel, library, two science laboratories, three business education rooms, homemaking rooms, and offices. Space has been provided for a well-rounded curriculum, including courses in homemaking, industrial arts, agriculture, and dairying, in the practical arts department.

The faculty will include diocesan clergy, members of at least three religious communities—Sisters of St. Joseph of Orange, Daughters of Mary and Joseph, and Sisters of the Holy Cross—and lay men and women.

St. Cornelius, Lakewood

St. Cornelius School, the first unit of a new parish being built, will open its doors to 400 students this fall. The structure includes an auditorium seating 600 persons, and eight class-

rooms. The auditorium is presently serving the parish as a temporary church.

The brick and concrete buildings were designed in contemporary design with a hint of mission influence. Classrooms have skylight roofs that give full natural lighting to every room.

The three-acre site is attractively landscaped and has ample playground room, with an area in turf for "quiet" games, and another faced with blacktop for ballgames.

Irish Sisters of Charity direct the school; Rev. Michael J. O'Connor is pastor.

IN LOUISIANA

Our Lady of the Most Holy Rosary, Lake Vista

A new church-school building in Lake Vista, mission of the parish of Our Lady of the Most Holy Rosary, opened in September with a kindergarten and the first 6 grades.

The new building, costing \$210,000, is of concrete and brick construction, in contemporary design. The large hall on the first floor, which has no supporting columns to obstruct the view, will be used as the church until a separate building can be built. Eight rooms on the second floor will house the school.

The design affords a maximum of light, air, and cross ventilation. The first floor front is dominated by directional baffles, a type of window construction that retards the entrance of direct sunlight but allows a flow of light and air. Special innovations include a roof of three separate pitches over the classroom and corridor areas.

The first floor has one wall of exposed brick, one of the baffles, and the others entirely of glass. Schoolrooms have walls of glazed tile and floors of asphalt tile. Acoustical ceilings have been installed, and the corridors have terrazzo floors.

The school will be staffed by Sisters of St. Joseph, and lay teachers.

IN NEW YORK

St. Mary, Baldwinsville

A new \$300,000 school building was dedicated August 9, 1953, for St. Mary's Parish, Baldwinsville. For the first year the school will accommodate the first two grades and will be staffed by Sisters of the Third Order of Franciscans, O.M.C.

Completely modern throughout, the new building houses eight classrooms, kindergarten, offices, library, first-aid room, and other facilities. The combination auditorium-gymnasium has a capacity of 700, and the cafeteria, complete with dining room and kitchen,

(Concluded on page 50A)



Failure at 8! HE COULDN'T SEE

Thousands of school-age boys and girls have impaired vision, yet do not know it. While their sight is good enough for play, these youngsters cannot see well enough to take full advantage of their opportunity for an education. Only visual screening tests started in the kindergarten can detect children needing eye care.

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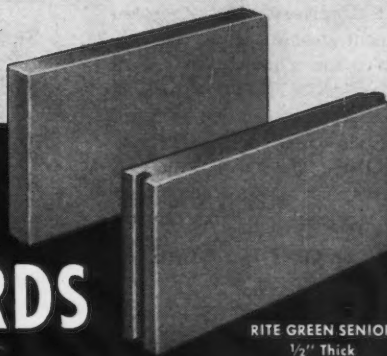
Sound Advice

for **ARCHITECTS, CONTRACTORS
SCHOOL EXECUTIVES**

The LOXIT-TYLAC chalkboard set-up is COMPLETE to the last detail. In addition to LOXIT-TYLAC Rite Green Chalkboards, it includes LOXIT-TYLAKORK Tackboards, Loxit TRU-SNAP all-aluminum trim, KOMPO-THRIFT pre-finished trim in three colors, as well as bulletin boards, trophy and display cases, swing-panel bulletin boards, reversible easel boards and sliding chalkboards both horizontal and vertical. Our technical department and factory research facilities are available to architects, contractors and school authorities to help solve any and all problems in this field.

LOXIT-TYLAC Rite Green CHALKBOARDS

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1/4" Thick



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EXCELLENT VISIBILITY—Rated highest of competitive chalkboards tested for relative visibility under various surface conditions encountered in use.

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WRITE FOR LITERATURE



Building News

(Concluded from page 48A)

can take care of 500 persons at school or parish functions.

IN NORTH CAROLINA

Christ the King School, Kinston

A new \$100,000 brick school building, built as a proposed first unit of a new parish, will take the place of the old Holy Trinity school in Kinston after the former building's dedication in October.

The completely modern L-shaped structure, which will become U shaped with future additions, houses six classrooms 30 by 21 feet, lavatory facilities, a modern and fully equipped kitchen, a 26-by-62-foot cafeteria capable of seating 185 for lunches, seating 275 when used as an auditorium.

A landscaped front yard, along the side street which the building faces, will have a flag pole and appropriate grounds, reached from the school by a roofed patio entrance. At the rear of the building a covered auto court will serve as a rainyday convenience.

The school's roof is constructed of reinforced wood, overlaid with five-ply tar paper covered with white chipped marble, especially designed to reduce heat by 30 per cent. All outside woodwork is faced with aluminum and the windows are also aluminum framed, and are of the four-panel swing-out design.

A checkerboard pattern of gray and green asphalt tiles will form all interior flooring. All plastered walls will be toned in green, and chalkboards will also be green. Windows will have venetian blinds, and lighting will be directed through four indirect light globes in each classroom.

The school will be conducted by the Sister Adorers of the Precious Blood, Columbia, Pa.

IN PENNSYLVANIA

St. Valentine, Bethel Borough

A new school building, recently completed for St. Valentine's parish, Bethel Borough (Coverdale), was dedicated August 23, 1953.

The three-story structure is of brick, stone, and steel construction, following modern lines. Wholly fireproof, the building includes eight classrooms, offices, a kitchen, and a combination assembly hall and cafeteria.

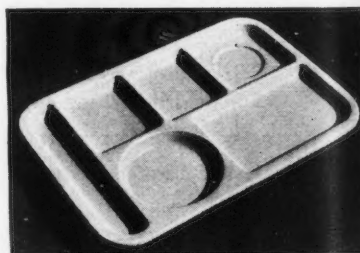
Sisters of St. Francis will staff the school; Rev. John J. Janok is pastor of St. Valentine's.

ACADEMIC FREEDOM

Absolute academic freedom is without meaning for anyone accustomed to clear-cut distinctions. So great has this fetish for absolute academic freedom become that men have been allowed in the academic world a license which is justly denied in other fields.—*Very Rev. Robert J. Sullivan, O.P.*, President, Providence College.

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A-plus
in economy!

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AGAIN in the history of audio-visual education Encyclopaedia Britannica Films has made another high level contribution in film production—six significant and educationally superior releases in the single subject area of social studies—the DEMOCRACY SERIES. In this group of films, students will be helped to a better comprehension of the forces that have shaped our position in the world today. This series of EBF releases is another proof of leadership and confidence in the future of educational motion pictures!

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Flexibility plus important,
exclusive functional features
to promote learning and
child development

American Universal
"Ten-Twenty"
Desk No. 436

American Seating
"Ten-Twenty"
Unit Table No. 328

Each type of movable desk pictured below
is equipped with the exclusive "Ten-Twenty"
3-position top, embodying these A-B-C's
of desk flexibility and child development:



A. 20° SLOPE

Maximum light utilization, minimum eyestrain, best eye-hand co-ordination, natural relaxed posture—during reading, writing, drawing.



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Serves as base to support materials for manipulative tasks and group discussions, and for project work, where erect sitting posture is required.



The "Ten-Twenty" Desk
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Only desk with automatic fore-and-aft seat adjustment for focal adjustment to all tasks. Cradleform swivel seat reduces body tension caused by twist, permits easy ingress and egress; self-adjusting back rail. Seat and desk adjustable. Connected desk and seat helps teacher keep discipline, saves space, eliminates chair noise.



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Oval twin steel standards assure stability, easy ingress and egress with minimum chair movement. Envoy chair No. 368 is designed for good-posture sitting. Self-adjusting back rail and short roll-edge seat permit chair to accommodate a wide range of child sizes. Like the No. 436, has one-piece steel book-box, with 20 1/4 x 24 inch top.

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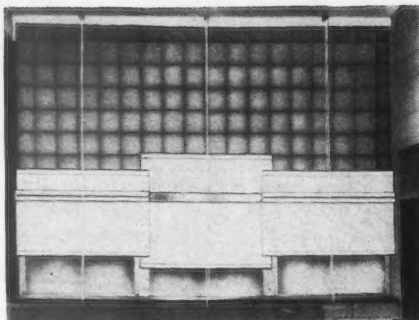
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NEW SUPPLIES AND EQUIPMENT

New Way Shading Unit For Glass Window Walls

A new and entirely different method of shading combination glass block-clear glass window walls has been developed by the Luther O. Draper Shade Company, Spiceland, Ind. Draper New Way Shading Units have been especially designed for use on window walls being used in schools, colleges, hospitals, and other public buildings where most efficient and economical light control is essential. Full daylight control and protection are assured in this type of room, regardless of the season, time of day or angles of light refraction.

Mounted on the division bar between the clear glass and glass block sections, the New Way Shade Unit consists of double roller shades which are sufficiently overlapped to prevent direct light gaps. The upper and lower shades are entirely independent in action, affording complete shade adjustability for the desired daylight. When not in use, the shades are rolled up completely out of the way and kept clean and ready for easy, dependable operation. No portion of the



WINDOW WALL SHADES

glass is covered when the shades are not in use. Only a simple pulley bracket mounts at the top of the window wall.

For maximum light transmission, the Draper New Way Shade Units are furnished with natural, cream-white 10-ounce Dratex cloth which can be easily and thoroughly washed for long, trouble-free service. When installed in rooms planned for slide or film projection, the New Way Shades are fabricated of light color opaque cloth or black

Dratex for efficient darkening.

For further information write: *L. O. Draper Shade Co., Section C.S.J., Spiceland, Ind.*

(For Convenience Circle Index Code 052)

New, Low-Priced Electric Duplicator

The new Ditto D-11 Electric Direct Process Duplicator has been introduced to the market recently by Ditto, Inc., Chicago.

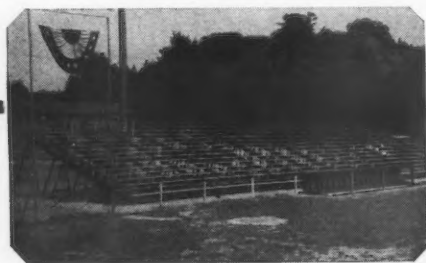
The D-11 employs the famous Ditto Direct Process Duplicating principle. There are no stencils to cut, no type to set, no mats to sensitize. It will reproduce 2 copies per second of anything typed, written, drawn, or printed through duplicating carbon, in as many as 5 colors in one operation.

The new D-11 is a rugged machine in spite of its low price, and incorporates features normally found in much higher priced equipment. Its power drive is equal in quality and performance to the most expensive power drives found in duplicating machines, the company claims, and its power clutch is the same as used on Ditto's higher priced machines. The D-11 can be used for hand feed, if desired, through the use of a simple tripping operating handle.

For further information write: *Ditto, Incorporated, Section C.S.J., Harrison and Oak-ley Blvd., Chicago, Ill.*

(For Convenience Circle Index Code 053)

(Continued on page 34A)



Hussey Model 8 installation at Pettengill Park, Auburn, Maine

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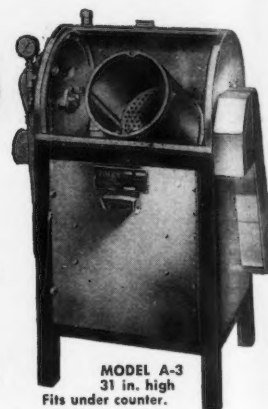
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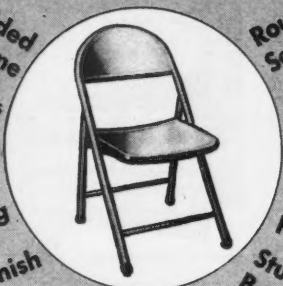
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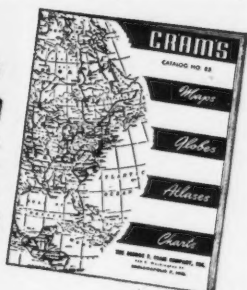
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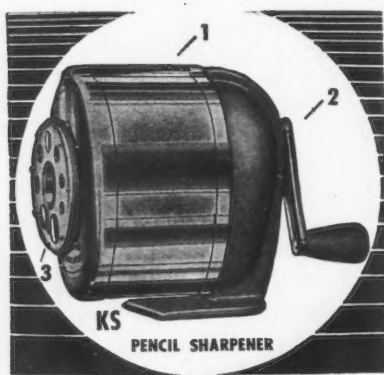
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New Supplies

(Continued from page 52A)

Singer Filmstrip For Sewing Beginners

The Singer Sewing Machine Company has completed a new filmstrip for beginner sewing classes in junior high schools, senior high schools, and vocational schools. This filmstrip, called "A Tale of Two Seams," is available to teachers of these groups through their local Singer Sewing Centers.

The filmstrip includes 46 silent, black and white frames with captions. Its purpose is to show through demonstration and motivation how to avoid common pitfalls in sewing practices. It covers correct sewing posture, proper selection of needle and thread for specific fabrics, how to clean the sewing machine, how to use different types of needles, how to control tension and pressure, and how to use practice sewing sheets.

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(For Convenience Circle Index Code 054)

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The company is also introducing the new 68-268 locker lock, which offers the same engineering features as the -267 excluding the masterkey feature.

For further information write: National Lock Company, Section C.S.J., Rockford, Ill.

(For Convenience Circle Index Code 055)

Binney & Smith Films on Art

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Art Points the Way (1 reel, 16mm., color, and sound). An actual classroom situation in one of our elementary public schools. In this

(Continued on page 56A)



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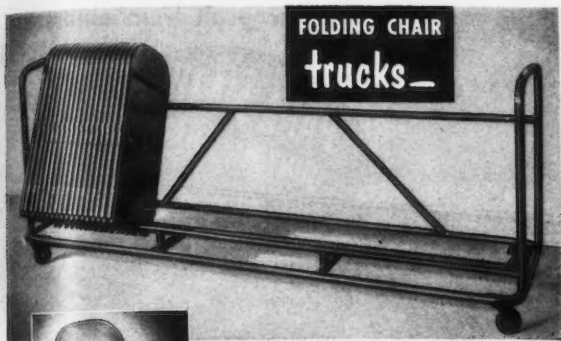
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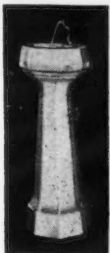


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(Continued from page 54A)

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(Continued on page 58A)

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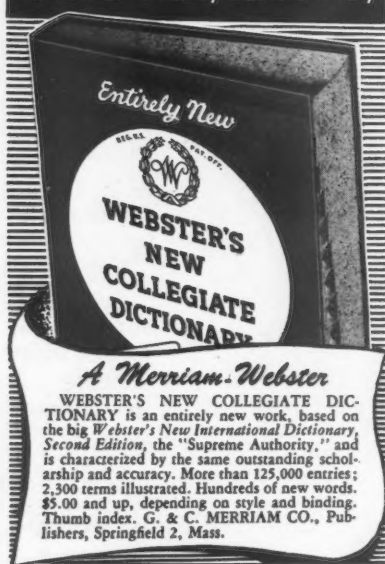
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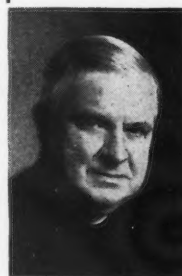
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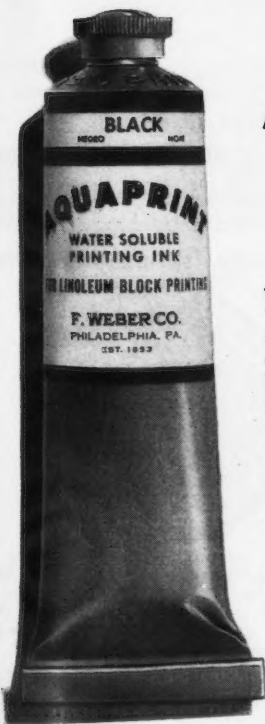
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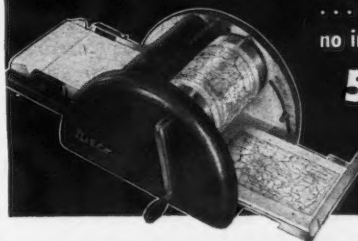
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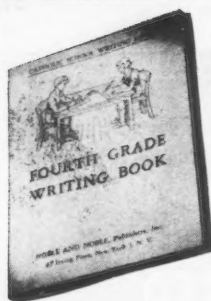
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(Continued from page 56A)

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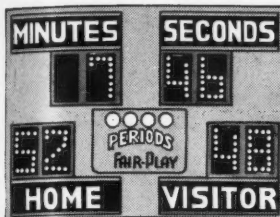
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THE CATHOLIC SCHOOL JOURNAL
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October, 1953

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